SYLLABUS BIFURCATION PREPARATORY STAGE
Class 3

CENTRALISED SYLLABUS BIFURCATION FOR APSs CLASS 3

Academic Session 2023-24

Class: III Subject: ENGLISH

<u>Ten</u> <u>Report Card will c</u>	<u>rm I</u> onsist of 100 marks	<u>Term II</u> <u>Report Card will consist of 100 marks</u>				
Periodic Test I- July (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	Half- Yearly Exam- September (50% syllabus- MM 80) (Weightage in Report Card- 80 marks)	Periodic Test II- December (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	Annual Exam- March (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks)			
Apr-Literature: Lesson-1: I don't have a flower Poem-1: My Family	Aug-Literature: Lesson-4 A journey in space Poem- 4-Upside Down	Oct-Literature: Lesson-6- World Animal Day Lesson-7A role model- Dr. A.P.J. Abdul Kalam Poem- 5-How Many Greens?	Dec-Literature: Lesson9- An Exciting Cricket Match			
Grammar: Lesson-17 Sentences Lesson-1 Common Noun Lesson-2 Proper Noun	Grammar: Lesson-9- Pronouns Unseen Passage -Comprehension, Object Writing	Grammar: Lesson-14 Tenses (Continued) Past tense, Past Continuous Tense, Future tense Lesson-8 Compound words.	Grammar: Lesson-16 Preposition Lesson-18 Conjunction			
May-Literature: Lesson-2: The story of the Aeroplane Poem- 2: Evening	Sep-Literature: Lesson-5 Great scientist-Isaac Newton	Nov-Literature: Lesson 8 Humpty Dumpty Poem- 5-A Song About Myself	Jan-Literature: Lesson10-Birbal wins Again			
Grammar: Lesson- 3 Countable and Uncountable	Grammar: Lesson-13 Verbs	Grammar: Lesson-12 Articles	Grammar: Lesson-15 Adverbs			

Noun Lesson-4 Noun Lesson-5- Gen	n: Singular and Plu der	ral	Lesson-14 Tense	S			Formal Letter Writing	5
	re: ve Water-Save the Very Me Across the	World	MM 25 (Marks) 2. Subject I Activity I				Feb- Grammar: Letter Writing Unseen Passage Comp	prehension
Grammar: Lesson-6 Poss Lesson-7 Colle Lesson -10- A	ective Nouns.						MM 25 (Wei Marks)	ge 5 Marks) chment Activity ghtage 5
REP	ORT CARD W	ILL C	ONSIST OF 10	0 MARKS	REPOR	T CARD WILL	CONSIST OF 100	MARKS
Evaluation	% syllabus	Ma	ximum marks	Weightage	Evaluation	% syllabus	Maximum marks	Weightage
Periodic Test I- July	30%	40 n	narks	10 marks	Periodic Test II- December	30%	40 marks	10 marks
Note Book Submission		25 n	narks	5 marks	Note Book Submission		25 marks	5 marks
Subject Enrichment Activity		25 n	narks	5 marks	Subject Enrichment Activity		25 marks	5 marks
Half Yearly - September	50%	80 n	narks	80 marks	Annual Exam - March	10% syllabus of Term I and entire syllabus of Term II	80 marks	80 marks

Book: Roots and Wings

Grammar Trove

CLASS-III

Publisher: Srijan Publication

: Rohan Book Company

TERM -1

Month/ Periods	LESSON:-	Domain & Curricular Goals(mapping with Foundational stage)	Competency &	21 st Century skills	Integration	Inter-disciplinary integration	Learning Space	Assignments	Suggestive Pedagogies
			Learning Outcome						
April (22- 25Days)	Lit: Lesson-1: I don't have a flower (Prose- Narrative Parable)	Prose: Lesson-1: I don't have a flower (Prose- Narrative Parable)	Competency Prose: Lesson-1: I don't have a flower (Prose- Narrative Parable)	5 C's Communication Skill Creative thinking	Arts:- Draw and colour 5 common nouns.	Language:- Writing five sentences on my family.	Home/Acti vity Room/Clas sroom	Class assignments Worksheets based on Competency	Suggestive Pedagogies Project -based learning (Narrate a short folk tale of your choice in
Pd: (24-28)	Skills- Listening and Speaking CONCEPT:-	Language and Literacy development SocioEmotional and Ethical	C9.5 Comprehends narrated/read out stories and identifies character, storyline and what the author	Life skills	Scientific temper:-			based learning skills.	the class.) Story telling
	Importance of being Honest Vocabulary building	Development (Manomaya Kosha)	C9.6 Narrates short stories with clear plot and characters.	Problem Solving Decision-making	Exploring Family beliefs and applying rational thinking.	Music:Recitation -Exploring popular		Discussion Pronunciatio n	Role-playing
	Sub-Concepts: - • Learning how honesty gives good reward.	Curricular Goal:- CG9 Children develop effective	C4.5 Understands and responds positively to social norms in the classroom and school.	Social Skills Vocabulary enrichment	Problem Solving Technology:-	songs on concept of Family		Home assignments Art integrated activities	
	 Imparting moral lesson to the learner. 	communication	Learning Outcomes: -	Communication	Learning through online	EVS:- Understanding the		And Giving notes to	Suggestive Assessment: -

								T
	skills for day-to-day	Basic:		Improved	resources	concept of family.	study at	1. Reading
	interactions in two	•	Recalls the characters	Pronunciation		Draw a family tree.	home for	2. Worksheet
			and a few events in the			,	discussion in	Zivioinaliaat
	languages				https://youtu.be		class	3. Multiple-choice
			story that is narrated	Emotional Skills	/kznvQ5l7WCo			questions
			and is able to retell in	Sympathy /Empathy				
			their own words	Sympathy / Empathy				
	CG-4	•	Imagines and narrates		(My family)			
	CG-4		personalized endings of					
	Children develop emotional		the story					
	intelligence, i.e., the ability	•	Follows short simple					
	to understand and manage		instruction					
	their own emotions, and	Mediur	m:	A 1/1 /eil:				Suggestive
	respond positively to social			Any Values /Ethics:				resources/Activiti
	norms	•	Identifies plots and	(Schools to fill)				es:
			characters in a story					
			and retells it in the					
			correct sequence using	Honesty				Draw and colour
			vocabulary from the					a family tree.
			story					
		•	Narrates their own					
			short stories with					Draw a flower and
			simple plots and					write values on its
			characters					petals.
		•	Follows simple rules in					
			school without adult					
			reminders					
		Advanc	e					
			Interprets the					
		•	motivations of the					
			author to write the					
			story and retell the					
			story as if they were the					
			author					
		•	Creates their own					
			stories, with complex					

	plots and multiple
	characters
	• Follows
	Instructions/rules
	Community of the Commun
	Competency
	Poetry
	My Family
	(Literary Device used – Rhyme)
	C10.6
	Reads short poems and begins to
	appreciate the poem for its choice
	of words and imagination.
	C4.1
	Starts recognising self as an
	individual belonging to a family and
	Community
	C4.2
	Recognises different emotions and
	make deliberate efforts to regulate
	them appropriately
	Learning Outcomes:-
 \\	

Poem-1: My Family		Basic	
	DOMAIN:		
(Literary Device used –	Poetry	●Recognises simple emotions.	
Rhyme)	My Family	●Identifies relationship with family	
CONCEPT:-	(Literary Device used – Rhyme)	members	
•Family as a unit of society		Medium	
Sub-Concepts:	Language and Literacy development	Shows care for and joy in engaging with all life forms	
nded)Characteristics of a FamilyRhyming words	Socio Emotional and Ethical Development (Manomaya Kosha)	●Identifies names, and associates relationship with family and among extended family	
Antonyms	Curricular Goal:-	Advance Supersisting Control of the	
		●Expresses and conveys Empathy towards family, neighbourhood &	
	CG-4	Community.	
	Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms	Competency Grammar Lesson-17 Sentences Lesson-1 Common Noun	
	CG-10	Lesson-2 Proper Noun	
	Children develop fluency in reciting the poem.	CG-10.4	
		Read stories and passages with accuracy and fluency with	

1		appropriate pauses and voice				
		modulation.				
		Learning Outcomes:				
		Learning Outcomes.				
		Basic:				
		busic.				
		 Reads a few sentences of 				
		familiar words with				
		accuracy				
		Medium:				
		 Reads short passages 				
		accurately with				
		appropriate intonation				
		and pauses				
		Advance:				
		Booth design				
		Reads short passages				
Grammar:		accurately and fluently				
Crammar.		with appropriate intonation, pauses, and				
Lesson-17 Sentences		voice modulation				
		voice modulation				
Lesson-1 Common Noun	DOMAIN:					
Lesson-2 Proper Noun	Grammar					
	Lesson-17 Sentences	CWSN Assistive Learning: -				
CONCEPT:-	Lesson-1 Common Noun					
	Lesson-2 Proper Noun	For Visually Impaired Students				
	Ecoson 2 110 per 110 dil					
●Nouns		Poem- My Family				
		Family - A group of people lead				
•Sentence Identification						
	Language and Literacy	together in the house is called				
	development	family.				
Sub-Concepts: -	development	Characteristics of the family-				
		Characteristics of the family				
●Types of sentences		1. Support / stand by you in every				
* Double of a south and	Curricular Goal:-	good or worst situation.				
●Parts of a sentence	CG-10					
i e	1 ((==111	2. Logan care for other family	1	1	I	1

	•Types of nouns	Children develop fluency in reading and writing.	members. 3. Security and sense of belonging. 4. Making each person within the family feel importing. • bold / large / embossed print flashcard of family and family member. For Hearing Impaired Students • Flashcards of family and family members with caption. ② video with caption https://youtu.be/tkatlyEeyJI https://youtu.be/UTKuTq_M5sA						
May	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
(12-14 days) (12-14 pd)	Lesson-2:The story of the Aeroplane (Prose- Factual) Skills- Listening and Speaking CONCEPT:-	Lesson-2:The story of the Aeroplane (Prose- Factual) Language and Literacy development	Prose: The story of the Aeroplane (Prose- Factual) C 7.3 Uses appropriate tools and technology in daily life situations	Communication Skill Creative thinking Critical Thinking	Make a paper plane and fly with a rubber- band.	English Being able to identify different kinds of countable and uncountable nouns.	Home and Classroom	-Use of Dictionary - Discussion based on competency basedlearnin g skills.	Story -telling Inquiry- based learning Experiential learning
	History of	Cognitive Development	and for learning			Complete the lines	School play		

	T	T	T	T	T	Т .	T	T
technological	(Vijnanamaya kosha)	C10.4		Scientific	of the poem.	ground.	Worksheets	
inventions.		Reads stories and passages with	Life skills	temper:-			based on	Suggestive Assessment
 Vocabulary 		accuracy and fluency with	LITE SKIIIS				Competency	
building	Curricular Goal:-	appropriate pauses and voice					based	
 Pronunciation 		modulation		Critical thinking			learning	
Sub-Concepts: -	Prose:	modulation	Problem Solving	based on how			skills.	
Sequencing of	CG-7		Decision Making	an aeroplane fly.	Music:-			Worksheets,
the events.	667		Decision Making		Widole.			Multiple choice
Completing a	Children make sense of the	Learning Outcomes:-					Class	questions.
passage.	world around through		Social Skills	Problem Solving.	Exploring popular		Discussion	questions.
passage.	observation and logical		Social Skills	Troblem solving.				
	thinking	Basic	Communication		songs on the			Commention
					concept of aviation		Use of	Suggestive
		 Uses ideas based on observations 	Interpersonal				dictionary	resources/Activiti
	CG10	Reads a few sentences of	Relationships.	Technology:-			dictionary	es:
		familiar words with		· ·			Pronunciatio	Library visit
	Children develop fluency in	accuracy					n	Library visit
	reading and writing in	Medium	Emotional Skills	Video link			Recitation of	Reading about
	English			VIGCO IIIIK				important
			Belief in yourself	https://youtu.be			poem	inventions
		 Identifies and names 		/Wkflwinu4Os				
		common objects, people,						
		pictures, animals, birds,						
		events etc. with assistance		(The story of the			Home	
		events etc. With assistance	Any Values /Ethics :	aeroplane)			assignments	
			(Schools to fill)				doorgriffichts	
		 Begins "Independent 					Art	
		Reading" of books of					integrated	
		equal textual and visual	Believe in yourself				activities	
		content						
		Advance						
		Reads short passages	Self Confidence					
		accurately and fluently						
		with appropriate						
		intonation, pauses, and						
		voice modulation						
		Competency						

		Poetry	
		Poem- 2: Evening	
		(Literary Device used – Imagery)	
		C10.6	
		Reads short poems and begins to appreciate the poem for its choice of words and imagination.	
Poem- 2: Evening	DOMAIN:	C4.2	
(Literary Device used –	Poetry	Recognises different emotions and	
Imagery)	Poem- 2: Evening	make deliberate efforts to regulate	
CONCEPT: -	(Literary Device used – Imagery)	them appropriately C5.1	
Importance of prayer.Advises the	Language and Literacy development	Demonstrates willingness and participation in age- appropriate physical work towards helping others	
child to be friends with the night. Sub-Concepts:-	Socio Emotional and Ethical Development	Learning Outcomes:	
	(Manomaya Kosha)	Basic:	
 Trust in god and understanding he is the 	Curricular Goal:- CG-4	Reads short poems and narrates the literal meaning of the poem Medium:	
protector. • Completing a passage.	Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social	Reads short poems and infers the imagination of the poet Advance:	
	norms	Able to frame a poem on their own.	

	00.5			
	CG-5			
	Children develop a positive	Competency		
	attitude towards productive work and service or 'Seva'	Grammar		
	work and service or Seva	Lesson 3 Countable and		
	CG-10	Uncountable Noun		
	Children develop fluency in			
	reciting the poem.	Lesson-4 Noun: Singular and Plural		
		Lesson-5- Gender		
		CG-10.4		
Grammar:		Read stories and passages with		
	DOMAIN:	accuracy and fluency with appropriate pauses and voice		
Lesson 3 Countable and Uncountable Noun	DOMAIN:	modulation.		
	Grammar			
Lesson-4 Noun: Singular and	Lesson 3 Countable and			
Plural	Uncountable Noun	C-10.9		
Lesson-5- Gender	Lesson-4 Noun: Singular and	Shows interest in picking up and		
	Plural	reading a variety of children's		
CONCERT	Lesson-5- Gender	books		
CONCEPT:-	zasson s dender	Learning Outcomes:		
Understandin		Basic:		
g singular and plural nouns	Language and Literacy			
piarai nouns	development	 Reads a few sentences of familiar words with 		
- 11 1 1 1		accuracy		
Understandin g of genders	Curricular Goal:-	Medium:		
5 -		Reads short passages		
Understandin	CG-10	accurately with		
gof countable	Children develop fluency in	appropriate intonation		
and	reading and writing.	and pauses Advance:		
uncountablen		Auvance.		

ouns.	Reads short passages
	accurately and fluently
Sub-Concepts:-	with
0.00 0.000	appropriateintonation,
	pauses, and voice
	modulation
● Converting	
singular	CWSN Assistive Learning:-
nouns to	Crosty assault Economic
plural nouns	For Visually Impaired Students
 Identification 	
of masculine	The story of the airplane:
and feminine	☐ The story is based on the
nouns.	invention of the first aircraft
Synonyms	named glider flown as a kite.
 Identification 	Harried grider flowif as a kite.
of countable	☐ This aircraft was invented by right
and	brothers.
uncountable	
nouns.	2 In 1900, they were successful in
	flying a big 50 lb glider with 17 ft
	wingspan. It was the first glider
	having a pilot.
	Boats were made many aircraft
	like this but in 1900 three, they
	designed a motor and a new
	aircraft
	weighed 700 pounds and was
	called the flyer. It was the first
	successful powered flight in
	history.
	Embossed flashcards of aircraft
	and airplane.
	For Hearing Impaired Students
	• Pictures of Wright brothers,
	aircraft (glider), motor aircraft
	(Flyer) with caption.

			Important points on chart.						
			https://youtu.be/Wkflwinu4Os						
			https://youtu.be/wkhwhiu40s						
			https://youtu.be/oj1WwPl1XUw						
July	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
							Space	assignments	
(22-		Prose:	Prose:						
25Days)	Lesson-3: Save Water-Save	Lesson-3: Save Water-Save	Lesson-3: Save Water-Save the	Collaboration	Make a collage	English:-	Home and Classroom		Project -based learning
	the World	the World	World	Creative thinking	on 'Save Water'.	Writing five	Classicom	Worksheets	(Draw and colour
(26-28	(Prose- Narrative Parable)	(Prose- Narrative Parable)	(Prose- Narrative Parable)			adjectives on water.		based on	pictures to show any
pds)				Global awareness		,		Competency based	three ways in which
	Skills - Listening and Speaking	Language and Literacy development	C 4.5		Scientific temper:-			learning	you can save water at
	Speaking	development	Understands and responds	Life alitte	temper:-			skills.	home/school)
	CONCEPT:-		positively to social norms in the	Life skills :		Art:-			
	 Learning the value of 	Socio-Emotional and Ethical	classroom and school		Critical Thinking				
	water as a scarce resource	Development		Problem Solving	_	Make an origami		Think and	Problem solving
	on the Earth.	(Manomaya Kosha)	C 6.1	_	Problem Solving	paper boat.		answer	
	 Learning how to 	(Manoriaya Kosha)		Vocabulary Enrichment					Suggestive Assessment:
	save water and use		Shows care for and joy in engaging	Emicimient				Dictionary	-
	it wisely.		with all life forms					work	
	Vocabulary building	Coming Cont		Social Skills	Use Of Internet	EVS:-			
	 Homophones 	Curricular Goal:-	C10.4						Worksheets,
	Synonyms			Responsibility	Video link	Write 5 ways to			
		CG4	Reads stories and passages with			save the water.		Home	NAVIATOR
			accuracy and fluency with appropriate pauses and voice	Emotional Skills	https://youtu.be			assignments:	Multiple choice questions
	Sub-Concepts: -	Children develop emotional intelligence i.e the ability to	modulation		/s1bm9mGXnB M				questions
	Jub-concepts	understand and manage		Self- awareness/Sensitivi	101				
	Becoming alert to	their own emotions and	Learning Outcomes:-	ty				Complete	Oral quizzes
	environmental needs and	respond positively towards a		,	(Save Water-			the	
	changes.	social norm	Basic		Save the World)			sentences.	
	Discuss the								
	importance of								

water and its various uses. Its usage in homes, agriculture, industry, towns, cities and villages,	CG-6 Children develop a positive regard for the natural environment around them	Follows simple rules in school without adult reminders. Explains the impact of one's actions/ behaviour on others	Values /Ethics:	https://youtu.be /IR4arCleHyU (Ferry me across the water)		Write three slogans on 'Saving Water'.	Suggestive resources/Activiti es:
and in sports.	CG10 Children develop fluency in reading and writing in English	Shows care for and joy in engaging with all life forms Explains the concept of shared natural resources Advance Explains the concept of shared natural resources. Asks 'why' and open-	Sensitisation towards the environment				Poster making on save water
Poem- 3-Ferry Me Across the Water (Literary Device used – Rhyme)		ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration					
CONCEPT:-		Competency Poetry					
 Understandin g Rhyming words. Modes of water transport. 	DOMAIN: Poetry Ferry Me Across the Water (Literary Device used – Rhyme)	Ferry Me Across the Water (Literary Device used – Rhyme) C10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination.					
Sub-Concepts:-							
Rhyming words.	Language and Literacy development Socio Emotional and Ethical	C4.2 Recognises different emotions and make deliberate efforts to regulate them appropriately					

	Development			
	(Manomaya Kosha)	Learning Outcomes:-		
	Curricular Goal:-	Basic		
		Mimics and reproduces		
	CG10	syllabic sounds		
		Medium		
	Children develop fluency in reading and writing in	 Identifies the beginning and end syllables in words 		
	English	Advance		
		Explains the concept of		
	CG-4	shared natural resources. • Recognizes as sight words		
	Children develop emotional	their names and labels of		
	intelligence, i.e., the ability to understand and manage	objects in their environment		
Grammar:	their own emotions, and			
Lesson-6 Possessive Nouns	respond positively to social norms	Competency		
Lesson-7 Collective Nouns.		Grammar		
Lesson 10- Adjectives		Lesson-6 Possessive Nouns		
		Lesson-7 Collective Nouns.		
CONCEPT:-		Lesson 10- Adjectives		
	DOMAIN:			
 Vocabulary 		CG-10.5		
building Understandin	Grammar	Read stories and passages with		
g and	Lesson-6 Possessive Nouns	accuracy and fluency with appropriate pauses and voice		
identification of Adjectives.	Lesson-7 Collective Nouns.	modulation.		
 Understandin 	Lesson 10- Adjectives	Learning Outcomes:-		
g of Collective Nouns.		Basic		
 Understandin 	Language and Literacy	Reads a few sentences of		

g of	development	familiar words with accuracy			
Possessive Nouns.		Medium			
	Curricular Goal:-	 Writes aksharas with accuracy and forms simple words 			
Sub Concepts:	CG-10	and sentences Advance			
 Identification and usage of different degrees of 	Children develop fluency in reading and writing.	 Reads short news items, and publicity pamphlets, and explains the content 			
adjectives		CWSN Assistive Learning: -			
Differentiatio n of plural nouns and		Children with Autism (Learning Assistance)			
possessive noun forms. • Usage of		Teach the story using flow charts with			
Collective Nouns.		connectors.			
 Usage of 		② Use storyboards.			
Possessive Nouns		Prefer apps for learning.			
		Hearing Impairment students assistance:			
		☑ Teach the story using visual and concrete aids			
		(flash cards, picture cards, puppets).			
		https://youtu.be/s1bm9mGXnBM			
		https://youtu.be/IR4arCleHyU			
		https://youtu.be/zijGflzT5Ss			

			https://youtu.be/k 9HuL3 tTA						
			https://youtu.be/jQTbFHOBJI4						
August	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
_				363			Space	assignments	Juggestive redagogies
(22- 25Days)	Lesson-4A journey in space	Prose:	Prose:		Draw and colour a ladybird.	English:-		Worksheets	
23Day3)		Lesson-4A journey in	Lesson-4A journey in space	Communication	a ladybira.	Reading and	Classroom/	based on	Project -based
	(Prose- Fable)	space	(Prose- Fable)	Skill		comprehending a paragraph.	Activity	Competenc	learning
(26-28		(Prose- Fable)		Creative Writing	Scientific	paragrapii.	Room /Home	y based learning	(Make a model of a solar system with the
pds)	Skills - Reading and writing	Language and Literacy		Critical Thinking	temper:-		/Home	skills.	help of dough/clay,
		development	C7.2					Class	balls/newspaper etc.)
	CONCERT		Observes and understands cause		Exploring space			Discussion	
	CONCEPT: -	Cognitive Development	and effect relationships in nature by forming simple hypothesis and		and applying	Art:-		Writing	Story telling
			uses observations to explain their		rational thinking.			Skills	Green, remang
	●Enjoying the idea of	(Vijnanamaya kosha)	hypothesis	Life skills	tilliking.	Draw and colour a rocket and paste			
	travel in space – the					stars around it.			
	exciting idea of		C10.5	Problem Solving	Problem Solving			Home	
	_	Curricular Goal:-	520.5			E) (C		assignmen	
	exploring the			Vocabulary Enrichment		EVS-		ts	
	unknown.		Reads short stories and	Enrichment	Han affichance	Write the names of			
	 Learning to use 	CG7	comprehends its meaning – by identifying characters, storyline		Use of Internet:	the planets of the solar system		Write 5	
	one's imagination,	Children make sense of the	and what the author wanted to say	Social Skills				sentences	
	humour, etc. • Living in harmony	world around through observation and logical	– on their own	Communication	PPT			on the given	
	with the Universe.	thinking.						picture	
	 Prefixes-in,-im 				Video link			(Alien, Rocket)	
				Emotional Skills	Video iirik			Rocket)	
		CG10		Sympathy					
	Sub-Concepts: -	Children develop fluency in	Learning Outcomes:-	/Empathy/Sensitivit v	https://youtu.be				Suggestive
	 Listening, reading, 	reading and writing in English	Basic	,	/IMt7GwFd0WE				Assessment :-
	understanding and	LIIBII3II	Recognises simple		(Upside down)				
	answering questions orally		emotions.	Values /Ethics :					Dictation
	and in writing.		 Explains the impact of one's actions/ behaviour 						Dictation
L			one's actions/ penaviour	J		1		l	

 dictionary skills, usage, pronunciation. 		on others Medium Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peer.	Peace and Harmony	Peer Discussion
		Advance		Suggestive resources/Activiti es:
		Asks 'why' and open-ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration		Work in group of four and collect relevant pictures and information about planets and solar system.
Poem- 4-Upside Down (Literary Device used – Rhyme and Mood) CONCEPT:-		Competency Poetry Poem- 4-Upside Down (Literary Device used – Rhyme and Mood)		
 Evoking curiosity and humour. Crawling insects. Understandin g Rhyming words. 	DOMAIN: Poetry Poem- 4-Upside Down (Literary Device used — Rhyme and Mood)	C10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination. Learning Outcomes:		

	Language and Literacy	Basic:			
	development	Dasic.			
	development	Enjoys familiar songs and poems			
Sub-Concepts:-		Medium:			
Sub concepts.	Curricular Goal: -				
	Carricular Cour.	Identifies rhyming words from			
		familiar poems and creates new			
 Information about insects. 	CG10	rhyming words			
Rhyming		Advance:			
words.	Children develop fluency in	Fixture de /Crosstees als autors across /			
	reading and writing in	Extends/Creates short poems/ rhymes with the help of the			
	English	teacher			
		teacher			
Grammar:					
Leasen O. Duanasuna		Competency			
Lesson-9- Pronouns					
Unseen Passage		Grammar			
Comprehension, Object		Lesson-9- Pronouns			
Writing					
		Unseen Passage Comprehension,			
		Object Writing			
CONCEPT:-					
	DOMAIN:	CG-10.8			
 Understandin 	Grammar	Writes a paragraph to express			
g and		their understanding and			
identification	Lesson-9- Pronouns	experiences.			
of pronouns	Unseen Passage				
 Comprehendi 	Comprehension, Object	Learning Outcomes:-			
ng an unseen	Writing	Basic			
passage. • Writing a					
• writing a paragraph on		Writes down with accuracy 3			
a given object.	Language and Literacy	or 4 syllable words when dictated.			
Sub-concepts:-	development	Medium			
 Usage of 		Writes down short sentences			

Usage of sentences in writing Childr paragraph/Ob ject writing. Rhyming CG-10 CG-10	when dictated Advance Writes the story inferred from a picture book ren develop fluency in ng and writing.		
words	CWSN Assistive Learning:- Visual Impairment students assistance:		
	 Record the specific points of the chapter and allow the child to listen separately. Use embossed flash cards of tree, lamp and 		
	other objects which are specific in the chapter.		
	Provide specific points of the chapter inBraille format.Hearing Impairment students assistance:		
	② Use words flashcard for the formation of simple sentences.		

			connectors.						
			https://youtu.be/IMt7GwFd0WE						
			https://youtu.be/CYXDr_vHiik						
Septem	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
ber	Lesson-5Great scientist-	Prose:	Prose:				Space	assignments	
(22- 25Days)	Isaac Newton (Prose-Biography)	Lesson-5 Great scientist-Isaac Newton	Lesson-5Great scientist-Isaac Newton	Communication Skill	Draw and colour an apple tree.	English	Home and Classroom	Worksheets based on	
/ 40 4 4	(**	(Prose-Biography)	(Prose-Biography)	Creative Writing		Proper usage of tenses in writing		Competency based learning	Project -based learning
(12-14 pds)	Skills-Reading and Listening	Language and Literacy development	C7.3	Critical Thinking	Scientific temper:-	and communication		skills.	(Paste pictures of any 5
	CONCEPT:-		Uses appropriate tools and	Life skills		Name any 5 inventions and the		Class Discussion	scientists and their inventions)
	Learning the stories	Cognitive Development(Vijnanamaya	technology in daily life situations and for learning	Problem Solving	Problem Solving	scientist who invented it.		Speaking activity	Problem solving
	of great discoveries and inventions.	kosha)	C-10.7	Vocabulary Enrichment				based on Tenses.	on
	 Reading biographies – stories of the lives 	Curricular Goal:- CG7	Reads and comprehends meaning of short news items, instructions and recipes, and publicity material	Social Skills	Use of Internet:	Art:-		Quiz	Role-playing
	of great achievers.	Children make sense of the world around through	Learning Outcomes:-	Communication	PPT	Draw and colour a rainbow		Home	
	Sub-Concepts: -	observation and logical thinking		Emotional Skills	PPI			assignments	Suggestive Assessment:
	 Learning to be curious and observant 	CG10	Basic Observes and forms generalizations	Sympathy /Empathy/Sensitivit	Video link			Giving notes to study at	Grammar
	 Listening, reading, understanding and answering the 	Children develop fluency in reading and writing in	Medium	y	https://youtu.be /IMt7GwFd0WE			home for discussion in	worksheets
	questions orally and in writing. • Fact-file about	English	Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers	Any Values /Ethics : (Schools to fill)	(Upside down)			class	Suggestive resources/Activiti
	the eminent scientists of India.		Advance						es:

					Draw
		Develops a list of questions to	Peace and Harmony		And colour or
Grammar		break up a larger question related			Paste pictures of
		to natural phenomenon			any 5 scientists
Lesson-13 Verbs					and their
Lesson-14 Tenses					inventions
CONCEPT:-					
		Competency			
Understandin	DOMAIN:	Grammar			
g and Identification	Grammar	101/1			
of verbs in a		Lesson-13 Verbs			
sentence.	Lesson-13 Verbs	Lesson-14 Tenses			
 Understandin 	Lesson-14 Tenses				
g and					
Identification of tense in a		C-9.7			
sentence.	Language and Literacy	Knows and uses enough words to			
• Words –	development	carry out day-to-day interactions			
anagrams;		effectively and can guess meaning			
synonyms;		of new words by using existing			
meanings Sub-Concepts: -	CG-9	vocabulary			
Sub-concepts.	Children develop effective				
 Usage of 'to 	communication skills for				
be' verbs.	day-to- day interactions.	Learning Outcomes:-			
 Concept of helping verbs 		Basic:			
and main					
verbs.		- Identifies plots and			
 Identification 		characters in a story and retells it in the correct			
and usage of		sequence using			
simple		vocabulary from the story			
present tense and present		Medium:			
continuous					
tense in a		- Interprets the intent of			
sentence.		the plot and characters in			
 Synonyms 		a story and retells the			

	dictionary	story in a different form
	skills, usage,	Advance
	pronunciation	Advance
	of words	- Uses expanded vocabulary
		with intentional use of
		action words, descriptive
		words, tenses, etc.
	Revision of HY	
	REVISION OF HY	
		CWSN Assistive Learning:-
	Half Yearly	
	Examinations	Visual Impairment students
		assistance:
		2 Record the specific points of the
-		chapter and
		allow the child to listen separately.
		allow the child to listen separately.
		② Use embossed flash cards of tree,
		lamp and
		other objects which are specific in
		the
		chapter.
		Provide specific points of the
		chapter in
		Durille frances
		Braille format.
		Hearing Impairment students
		assistance:
		2 Add the videos with caption and
		embed in your
		presentations to support the child
		to learn with the
		to learn with the
		rest of the class.
		2 Make visible charts related to the

			topic with subtitles. Refer apps for learning. https://youtu.be/QCHXUXOibXc https://youtu.be/79K60mNmPKE https://youtu.be/AUz4m4hvhPw						
				TERM-II					
October	Lit:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning Space	Class assignments	Suggestive Pedagogies
(22- 25Days)	Lesson6- World Animal Day (Prose-Fable)	Prose: Lesson6- World Animal Day	Prose: Lesson6	Collaboration Critical thinking	Make an animal mask from an origami paper.	English:	Classroom/	Worksheets based on	Project -based learning
(18-21 pds)	Skills -Listening, Reading and	(Prose-Fable)	Lesson6- World Animal Day (Prose-Fable)	Communication	Scientific	Write three ways in which we can show love, care and	herbal garden /	Competency based learning	(Paste pictures of any 5
	Writing CONCEPT:-	Language and Literacy development	C6.1	Life skills :	temper:-	concern for animals.	School Kitchen Garden//H	skills. Think and	Presidents of India)
	 Learning to love animals; kindness to animals; living 	Socio- Emotional and Ethical	Shows care for and joy in engaging with all life forms	Decision making	Critical Thinking		ome	answer Dictionary	
	in harmony with animals. • Reading picture	Development (Manomaya kosha)	10.5 Reads short stories and	Vocabulary Enrichment	Inquisitiveness Use Of Internet	Maths:-Make a pie- chart with three shades of green.		work	Role Play
	stories and being observant about the background,		comprehends its meaning – by identifying characters, storyline and what the author wanted to	Social Skills Responsibility				Home assignments:	
	characters, etc. Sub-Concepts: -	Curricular Goal:-	say – on their own	Inter personal Skill	Video link	EVS:-Different types		assignments:	
	 Listening, reading, understanding and answering the 	Lesson6 CG10	Learning Outcomes:-	Emotional Skills	https://youtu.be /T-V5XS9F0e4	of plants.		Art integrated activities and	
	questions orally	Children develop fluency in			(World Animal			activities and	

and in writing.	reading and writing in	Basic	Sensitivity	Day)	Music:	worksheets.	
Words – meanings, distinguished.	English				Enjoying poem		
dictionary skills, usage,					recitation on		
pronunciation of	CG6	 Does not harm plants andanimals unnecessarily. 		https://youtu.be /oplfmUaKpHQ	particular tune.		
words • Learning to speak			Values /Ethics :	/opinnoakprio			
Learning to speak and converse	Children develop a	 Listensattentively to stories for ashort period of 					
correctly.	positive regard for	stories for ashort period of	Be kind to animals.	(A Role Model-			
	the natural	time.	be killu to allilliais.	Dr. A.P.J. Abdul)			
		Medium					
	environment around	 Shows joy inengaging 	Work hard to	https://youtu.be			
	them	with plants andanimals in	achieve your dreams.	/yVj2wGJR058			
		the local environment.		(How Many			
		Advance		Greens?)			
Lit:							
Lesson7 - A role model- Dr.		Takes responsibility					Suggestive
A.P.J. Abdul Kalam		for tending to and					Assessment :
(Prose-Biography)		caring for animals					
		like kittens, puppies,					Worksheets
Skills -Listening, Reading and		chicken.					
Writing							Class Tests
		Competency					
CONCEPT:-	DOMAIN:						Dictations
 Learning from the 		Prose:					Dictations
life of a great	Prose:	Lesson7- A role model- Dr. A.P.J.					
Indian – the value	Lesson7 - A role model- Dr.	Abdul Kalam					Suggestive
of biography. • Overcoming	A.P.J. Abdul Kalam	(Prose-Biography)					resources/Activiti
poverty, failure	(Prose-Biography)						es:
and setbacks to	Language and Literacy	C 9.7					Book reading on
achieve something	development						Indian Presidents
		Knows and uses enough words to					

valuable to oneself and society and the country; following one's dream. Sub-Concepts: - • Listening, reading, understanding and answering the questions orally and in writing.	Curricular Goal:- CG10 Children develop fluency in reading and writing in English CG9	carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary C-10.7 Reads and comprehends meaning of short news items, instructions			Make a collage of different types of leaves .
Learning to speak and converse correctly.	Children develop effective communication skills for day-to-day interactions in two languages	and recipes, and publicity material Learning Outcomes:- Basic Listensattentively to stories for ashort period of			
Poem- 5-How Many Greens? (Literary Device used — Personification)		time. Medium • Engages in Conversationsbased on events, stories, or theirneeds and asks			
 Appreciating nature and the shades of greens. Trees as saviour and friends. 		questions. Advance • Begins "Independent Reading" of books of more textual content than visual content Competency Poetry			

_ <u>,</u>			 -	 	
		Poem- 5-How Many Greens?			
Sub-Concepts: -					
Sub-concepts.					
		C10.6			
 Emphasizes 		Reads short poems and begins to			
everyone's	DOMAIN:	appreciate the poem for its choice			
ability to bring		of words and imagination.			
joy to the world, no	Poetry				
matter their	Poem- 5-How Many Greens?				
size.	Toens 5-now Many Greens:				
3126.	Language and Literacy	Learning Outcomes:-			
	development	Learning Outcomes.			
		Basic			
	Socio Emotional and Ethical				
Grammar:	Development	Shows curiosity in observing			
1 14 T		plants and animals			
Lesson-14 Tenses	(Manomaya Kosha)				
(Continued) Past Tense, Past Continuous Tense, Future		Medium			
		 Shows joy in engaging 			
tense	Curricular Goal:-	with plants and animals in			
Lesson-8 Compound words.	CG10	the local environment			
	CG10	Advance			
	Children develop fluency in				
CONCEPT: -	reading and writing in	Takes responsibility for			
3311321 11	English	tending and caring for			
		saplings and plants.			
Understandin					
Understandin g of					
Compound					
words.					
 Understandin 					
g of					
Contractions.					
 Understandin 					
g and					
Identification					
of tense in a		Competency			
sentence		Competency			

			<u> </u>	 	
		Grammar			
Sub-Concepts: - • Identification and usage of simple past tense, past continuous tense and future tense in a sentence. • Formation and usage of Compound words.	DOMAIN: Grammar Lesson-14 Tenses (Continued) Past Tense, Past Continuous Tense, Future	Lesson-14 Tenses (Continued) Past Tense, Past Continuous Tense, Future tense Lesson-8 Compound words. C-9.7 Knows and uses correct language to carry out day-to-day interactions effectively and can guess meaning of new words by using existing			
Words.Usage of Contractions.	tense Lesson-8 Compound words.	vocabulary Learning Outcomes:-			
	CG-9 Children develop effective communication skills for day-to-day interactions in two languages.	Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations Medium: Uses expanded vocabulary with intentional use of action words, descriptive			
		words, tenses Advance Uses children's dictionaries to identify meanings of unknown words encountered in texts			

			CWSN Assistive Learning: -						
			Children with Autism (Learning Assistance)						
			② Use of pictures books to teach the chapter.						
			☑ Keep your sentences short & amp; simple.						
			② Assign partners with whom they feel						
			comfortable while reciting poem or reading						
			chapter.						
			2 Use storyboards.						
			Hearing Impairment students assistance:						
			② Use visual aids.						
			② Use chapter related videos with subtitle.						
			https://youtu.be/T-V5XS9F0e4						
			https://youtu.be/oplfmUaKpHQ						
			https://youtu.be/fnAF80C2PDw						
Novemb er		DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning Space	Class assignments	Suggestive Pedagogies
(22-	Lesson 8 Humpty Dumpty	Prose:	Prose:		Draw and colour a picture of a			Discussion	
25Days)	the World	Lesson 8 Humpty Dumpty	Lesson 8 Humpty Dumpty	Creative thinking	boy under the	English:	Home		Project -based learning
	(Prose- Story)	the World	the World	Communication	cherry tree	Story Telling		Worksheets	
(21-24		(Prose- Story)	(Prose- Story)			Make sentences		based on	(Make a Humpty -

pds)	Skills - Listening , Speaking,			Life skills :	Scientific	from the given	Classroom	Competency	Dumpty finger puppet)
	Reading, Writing	Language and Literacy	C-4.2		temper:-	words.		based	
		development				Make new words		learning	
			Recognizes different emotions and	Decision making		adding suffixes.		skills.	
	CONCEPT:-		makes deliberate efforts to regulate them appropriately	Problem Solving					
		Socio Emotional and Ethical	regulate them appropriately	_	Inquisitiveness			Think and	
	Learning about a classic	Development				Math:-Draw and		answer	
	story – 'Alice in	(Manomaya Kosha)		Social Skills		colour three objects			
	Wonderland' and its sequel	(manomaya Noona)			Use of Internet	with oval shape.			Suggestive
	'Through the Looking		C-10.5					Dictionary	Assessment :
	Glass'.	Curricular Goal:-	Reads short stories and	Inter personal Skill				work	7 ISSESSITIETTE :
	Learning how to		comprehends its meaning – by		Video link				
	enjoy the		identifying characters, storyline	Emphismal Chille		Music:Travel Songs			Worksheet
	imaginative use of	CG-4	and what the author wanted to say	Emotional Skills		for children.			AA II. I CI .
	language and	Children develop emotional	– on their own	Self -awareness				Home	Multiple Choice Questions
	ideas.	intelligence, i.e., the ability			https://youtu.be	Enjoying noon		assignments:	Questions
		to understand and manage	Learning Outcomes:-		/D2aTSgFvLgc	Enjoying poem recitation on			
		their own emotions, and			(Humpty	particular tune.			
	Sub-Concepts: -	respond positively to social		Values /Ethics :	Dumpty)			Art	Commention
	- Importance of	norms	Basic					integrated activities	Suggestive resources/Activiti
	 Importance of social 							activities	es:
	behaviour.	CG10		Be polite and	https://youtu.be			Book	cs.
	 Importance of 		 Recognizes simple 	respectful to	/N2CnnoF6mZQ			Exercises	
	positive traits	Children develop fluency in	emotions	others.					Identifying oval shaped
	in a society.	reading and writing in English	(fear, joy, sadness).		(A Song About				objects at home and
		English			Myself)				school surroundings.
			Medium						
			Describes their feelings						
			and their causes						
			Advance						
			 Consciously uses 						

		strategiesto calm themselves down	
Poem- 5-A Song About Myself			
(Literary Device used –		Competency	
Rhyme)	DOMAIN:	Poetry	
CONCEPT:-	Poetry	Poem- 5-A Song About Myself	
	Poem- 5-A Song About Myself	(Literary Device used – Rhyme)	
 The relationship of the self with 	(Literary Device used – Rhyme)	C10.6	
the nature and universe. • Understandin	Language and Literacy	Reads short poems and begins to appreciate the poem for its choice of words and imagination.	
g Rhyming words.	development		
	Socio Emotional and Ethical Development	C-4.2 Recognizes different emotions and	
Sub-Concepts:-	(Manomaya Kosha)	makes deliberate efforts to regulate them appropriately	
The identification	Curricular Goal:-		
of the self with other	CG4	Learning Outcomes:	
selves.	Children develop emotional intelligence i.e the ability to	Basic:	
• Rhyming words.	understand and manage their own emotions and respond positively towards a	Reads short poems and narrates the literal	
	social norm	meaning of the poem Medium:	
	CG-10	Reads short poems and infers the imagination of	
	Children develop fluency in	the poet Advance:	

	reading and writing.	Able to frame a poem on			
		their own.			
Grammar:					
Lesson-12 Articles					
		Competency			
		Grammar			
CONCEPT:-		Lesson-12 Articles			
 Understandin 					
g and usage of					
articles.		CG-11.2			
		Recognises most frequently			
Sub-Concepts:-	DOMAIN.	occurring letters of the alphabet			
	DOMAIN:	(forms of akshara) of the script,			
 Usage of articles 	Grammar	and uses this knowledge to read			
(a,an,the)in a	Lesson-12 Articles	and write simple words and			
sentence.	Ecosoff 12 Articles	sentences			
		Learning Outcomes:-			
	Language and Literacy				
	development				
		Basic			
		Reads simple two-syllable			
	Curricular Goal:-	words that are familiar			
	CG-11	and with known letters.			
	Children begin to read and				
	write in Language2	Medium			
		Writes down short words			
		on dictation			
		Advance			
		Recognizes as sight words			
		Recognizes as sight words commonly used articles,			
		pronouns, and connecting			
		words			

			CWSN Assistive Learning:- Visual Impairment students						
			assistance:						
			② Specific points of the topics in audio form.						
			② Use of Bold and Large font pictures book.						
			② Use of embossed flash cards of adverbs.						
			② Words cutouts for formation of sentences.						
			Hearing Impairment students assistance:						
			https://youtu.be/D2aTSgFvLgc						
			https://youtu.be/N2CnnoF6mZQ						
			https://youtu.be/83ujFcGrxHI						
Decemb	Literature:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
er	Lesson9- An Exciting Cricket	Prose:	Prose:		Role Play and		Space	assignments	
(22- 25Days)	Match	Lesson9- An Exciting Cricket	Lesson9- An Exciting Cricket Match	Collaboration	Drama	English:			
ZSDays)	(Prose- Narrative Essay)	Match	(Prose- Narrative Essay)	Communication		Story telling	Home	Worksheets based on	(Cut a few pictures
(24-28		(Prose- Narrative Essay)		Critical Thinking	Draw and colour three items of a			conjunctions	related
pds)	Skills - Listening, Speaking, Reading and writing		C-3.2		cricket kit.	Fill in the blanks	Classroom	and prepositions	to a cricket match from
	Reading and writing	Language and Literacy development	Shows balance, coordination, and flexibility in various physical	Life skills :	Scientific	using appropriate preposition and	Playground		a newspaper and paste it in
	CONCEPT: -	Physical Development	activities	Decision making	temper:-	conjunction.		Value based questions.	your notebook)

•Learning about the sp	pirit				Complete the word		
of sportsmanship – wir	nning	6.4.2	Cardal Clalle	C '' LTL' L'	puzzle.		
and losing and how to	take Socio-	C-4.2	Social Skills	Critical Thinking			
both with dignity	Emotional	Recognizes different emotions and		Observational		Home	Dictation
Learning about spirit of	and Ethical	makes deliberate efforts to regulate them appropriately	Commitment	Skill		assignments:	Class Tests.
sportsmanshi	p and Development		Cooperation				
how to take success and fa	milure Manomaya kosha)	CG-10.4	Compassion	Use of Internet	Sports-Cricket match	Write names of the	
gracefully.		Read stories and passages with accuracy and fluency with	Emotional Skills	Video link		current members of the Indian	
Sub-Concepts: -		appropriate pauses and voice				cricket team.	
Listening, read	ding, Curricular Goal:-	modulation.	Self -discipline	https://youtu.be		cheket team.	
understandin	g and			/2J72hm67qjg			
answering questions ora	IIv CG-3	Learning Outcomes:-		7 237 2 1111 137 91A		Book	
and in writing	. *	Learning Outcomes.	Malara /Eulata			Exercises	
Importance of	Children develop a		Values /Ethics :	(An Exciting			
dedication and	fit and flexible body	Basic		Cricket Match			
teamwork.		 Carries simple weights 	Sportsman Spirit)			
Cooperation and teamworl	CG-4	andmoves with them Recognizessimple					
bring its positive	Children develop emotional		Appreciation				Suggestive
reward.	intelligence, i.e., the ability to	sadness).					Assessment : Dictation
	understand and manage	Medium					
	their own emotions, and	Wedidiii					Reading Assessmen
	respond						
	positively to social norms	Shows willingnessto exert theirstrength for tasks that require use ofthe					
	CG-10	large musclegroups					
	Children develop fluency in reading and writing.	Describes their feelings and their causes					
Grammar:							Currentive
1							Suggestive

Lesson-16 Preposition		Advance			ı	resources/Activiti
Lesson-18 Conjunction					6	es:
CONCEPT:- • Prepositions [position words] and conjunctions [joining words]Unders tanding and their usage		Shows strength and endurance inwork and play situations Consciously uses strategiesto calm themselves down. Competency Grammar Lesson-16 Preposition Lesson-18 Conjunction				Discussion about Cricket.
Sub-Concepts:-						
 Identification and usage of conjunctions to join a sentence. Identification and usage of preposition in a sentence. 	DOMAIN: Grammar Lesson-16 Preposition Lesson-18 Conjunction	CG-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences.				
	Language and Literacy development Curricular Goal:- CG-11	Learning Outcomes:- Basic Begins to visually recognize and connect letters to corresponding sounds				
	Children begin to read and write in Language2	Recognizes as sight words their names and labels of objects in their environment				

Advance					
 Recognizes as sight words commonly used articles, pronouns, and connecting words 					
CWSN Assistive Learning:-					
December					
Visual Impairment students assistance:					
② Record the specific points of the chapter and					
allow the child to listen separately.					
② Use embossed flash cards of tree, lamp and					
other objects which are specific in the					
chapter.					
2 Provide specific points of the chapter in					
Braille format.					
Children with Autism (Learning					
Assistance)					
☐ Teach the story and grammer using visual and					
concrete aids (flash cards, picture cards,					
	• Recognizes as sight words commonly used articles, pronouns, and connecting words CWSN Assistive Learning:- December Visual Impairment students assistance: Record the specific points of the chapter and allow the child to listen separately. Use embossed flash cards of tree, lamp and other objects which are specific in the chapter. Provide specific points of the chapter in Braille format. Children with Autism (Learning Assistance) Teach the story and grammer using visual and concrete aids (flash cards, picture	Recognizes as sight words commonly used articles, pronouns, and connecting words CWSN Assistive Learning:- December Visual Impairment students assistance: Record the specific points of the chapter and allow the child to listen separately. Use embossed flash cards of tree, lamp and other objects which are specific in the chapter. Provide specific points of the chapter in Braille format. Children with Autism (Learning Assistance) Teach the story and grammer using visual and concrete aids (flash cards, picture	Recognizes as sight words commonly used articles, pronouns, and connecting words CWSN Assistive Learning:- December Visual Impairment students assistance: Record the specific points of the chapter and allow the child to listen separately. Use embossed flash cards of tree, lamp and other objects which are specific in the chapter. Provide specific points of the chapter in Braille format. Children with Autism (Learning Assistance) Teach the story and grammer using visual and concrete aids (flash cards, picture)	Recognizes as sight words commonly used articles, pronouns, and connecting words CWSN Assistive Learning:- December Visual Impairment students assistance: Record the specific points of the chapter and allow the child to listen separately. Use embossed flash cards of tree, lamp and other objects which are specific in the chapter. Provide specific points of the chapter in Braille format. Children with Autism (Learning Assistance) Teach the story and grammer using visual and concrete aids (flash cards, picture)	Recognizes as sight words commonly used articles, pronouns, and connecting words CWSN Assistive Learning:- December Visual Impairment students assistance: Record the specific points of the chapter and allow the child to listen separately. Use embossed flash cards of tree, lamp and other objects which are specific in the chapter. Provide specific points of the chapter in Braille format. Children with Autism (Learning Assistance) Teach the story and grammer using visual and concrete aids (flash cards, picture

			puppets).						
			② Use storyboards.						
			Refer apps for learning.						
			https://youtu.be/2J72hm67qjg						
			https://youtu.be/qVo6N4vMPfI						
			https://youtu.be/nNGiDfCX7PI						
January	Literature:	DOMAIN:	Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
(22-	Lesson10-Birbal wins Again	Prose:	Prose:		Draw pictures		Space	assignments	
25Days)	(Prose- folk tales)	Lesson10-Birbal wins Again	Lesson10-Birbal wins Again	Critical thinking	according to the given	English:		Worksheets based on	Story –telling
		(Prose- folk tales)	(Prose- folk tales)	Communication	preposition.	Write five	Home	Competency	
(18-21 pds)	Skills - Listening, Speaking, Reading and writing					sentences about Birbal.	Classroom	based learning	Role play
	heading and writing	Language and Literacy	C-7.2	Life skills :			Classiooiii	skills.	
	CONCEPT: -	development	Observes and understands cause and effect relationships in		Scientific temper:-	Write a leave application to your		Think and answer	
		Cognitive Development	nature by forming simple	Analysis		Principal/Coordinat			
	 Learning about the 	(Vijnanamaya kosha)	hypothesis and uses observations	Problem Solving	Inquisitiveness	or.		Narrate any	
	stage and enactment of				Critical			story related to Akbar-	
	plays.	0 : 1 0 1	explain their hypothesis	Social Skills	Thinking:			Birbal.	
	 Learning how to 	Curricular Goal:-							
	use one's wit wisely.		CG-9.5	Decision making	understanding				
	Sub-Concepts: -	CG-7	Comprehends narrated/read-out		to do and say			l	
	Importance of	Children make sense	stories and identifies characters,		right things at			Home assignments:	
	wisdom and	of world around	storyline and what the author wants to say		right time.			assignification.	
	problem- solving		wants to say	Emotional Skills	Use Of Internet				Suggestive
	techniques	through observation		Expression of					Assessment :
	 Applying presence of 	and logical thinking	Learning Outcomes:-	emotions				Worksheet	
	mind, and	CG-9			Video link			based on adverbs.	Dictation
	intelligence in	Children develop effective			https://youtu.be			auverus.	

coping with everyday	communication skills for day-to-day interactions in	Basic	Values /Ethics :	/9QMIjZFA6VU	Book Exercises	Class Tests.
 Listening, reading, understanding and answering questions orally and in writing. 	two languages	Listens to "Read Aloud" and responds to questions posed by the Teacher Medium	Importance of wit, wisdom and presence of mind.	(Birbal wins Again)	Leave application	Reading and Writing Assessment.
		 Participates in "Guided Reading" along with the Teacher and in discussions about the reading. 	To make good decisions			
		Advance				Suggestive resources/Activiti
		 Applies their understanding to solve simple problems. Reads and identifies characters, plots, sequences, and point of view of the author 				es: Role Play
Grammar:		view of the author				
Lesson-15 Adverbs						
Formal Letter Writing						
CONCEPT:-		Competency				
Adverbs [they add	DOMAIN:	Grammar				
something to	Grammar	Lesson-15 Adverbs				
the verbs] and their	Lesson-15 Adverbs	Formal Letter Writing				
usage. ● Format of	Formal Letter Writing					

		,			
formal letter.		C-10.3			
Sub-Concepts:-	Language and Literacy	Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to			
 Identification and usage of adverbs in a 	development	read and write words			
sentence • Writing a	Curricular Goal:-	Learning Outcomes:-			
leave application.	CG-10	Basic			
	Children develop fluency in reading and writing.	Follows words from left to right and from top to bottom on a printed page			
		Medium			
		Recognizes simple punctuation marks (full stop, question mark)			
		Advance			
		Uses simple punctuation marks (full stop, question mark) appropriately			
		CWSN Assistive Learning:-			
		Visual Impairment students assistance:			
		Please record the lesson in your voice specifying the			
		main points in the chapter and allow the child to			
		listen separately also. Please send this as a learning			

			support material home. ② Use Flash cards having larger fonts to help the child read the words. ② Use felt/flannel / alphabet cut outs to help form the words.						
			Hearing Impairment students assistance: ② Take some videos of sign language expert, videos with captions which are related to the chapter. ② Use Visual aids like flash cards of						
Februar	Grammar:	DOMAIN:	different games, siblings with captions. Refer apps for learning. https://youtu.be/9QMIjZFA6VU Competency	5 C's	Arts:-	Language:	Learning	Class	Suggestive Pedagogies
y (20- 25Days)	Object Writing Unseen Passage Comprehension	Object Writing Unseen Passage Comprehension	Object Writing Unseen Passage Comprehension C-9.7	Communication Life skills	Technology:-	English: To be able to answer the questions from the	Space Home	assignments Competency based worksheets	Critical Thinking
	CONCEPT:- Reading with comprehension	Language and Literacy Development	Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing	Social Skills	Online Communication s.	given passage	Classroom	Home assignments Book	

	Curricular Goal:-	vocabulary			Exercises	Suggestive
Sub Concepts:	CG-9	C-11.2	Effective communication skills			Assessment :
Learning to communicate through letters.	Children develop effective communication skills for day-to-day interactions in two languages	Recognises most frequently occurring letters of the alphabet of the script and uses this knowledge to read and write simple words and sentences				Class Test Oral Quizzes
Revision of Annual Examinations	CG-11 Children begin to read and write in Language2	Learning Outcomes:-				
Annual Examinations		Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations Recognizes as sight words their names and labels of objects in their environment Medium: Predicts meaning of unknown words in texts using picture and context cues				Suggestive resources/Activiti es: Practice of Letter Writing Unseen Passage Comprehension
		Advance • Uses children's				

		 -		
	dictionaries to identify			
	meanings of unknown			
	words encountered in			
	texts			
	CWSN			
	Visual Impairment students			
	assistance:			
	assistance.			
	Specific points of the topics in audio			
	form.			
	Use of Dold and Long fout wintons			
	Use of Bold and Large font pictures			
	book.			
	Use of embossed flash cards of			
	adverbs.			
	Words cutouts for formation of			
	sentences			
	sentences			
	Hearing Impairment students			
	assistance:			
	1 // /01/4450 4.55			
	https://youtu.be/8H14f0g4sfE			
	1 // I / B MANAGES			
	https://youtu.be/ePxNKUKWNDM			

आर्मी पब्लिक स्कूल धौला कुआँ का केंद्रीकृत पाठ्यक्रम विभाजन (कक्षा(तीन-

पाठ्य पुस्तक व्याकरण/गुंजन :वाटिका

प्रकाशक : मधुबन

<u>R</u>		Term I Il consist of 100 i	<u>narks</u>	<u>Term II</u> <u>Report Card will consist of 100 marks</u>					
(30% sy	<u>dic Test I- July</u> yllabus- MM 40) Report Card- 10 marl	(50% syll	Half- Yearly Exam- September (50% syllabus- MM 80) (Weightage in Report Card- 80 marks)		Periodic Test II- December (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)		Annual Exam- March (Syllabus will have 10% of Term I and enters syllabus of Term II) (Weightage in Report Card- 80 marks)		
अप्रैल - गुंजन:पाठ१-उपवनकेपू व्याकरण:हमारीभाषा,व मई -		अगस्त- गुंजन:पाठ६-दूधकारंगव्या सितंबर-	गुंजन:पाठ६-दूधकारंगव्याकरण: संज्ञा,सर्वनाम		अक्टूबर- गुंजन:पाठ८-आनंदहीआनंद व्याकरण:रचनात्मकलेखन,कवितालेखन नवंबर-		दिसंबर - गुंजन:पाठ ११ पिकनिकपाठ १२ दीपसेदीपजलाओ) कविता(व्याकरण:मुहावरे,कवितालेखन		
गुंजन:पाठ२-रूपाडरीन पाठ३-तीनगुड़िया) गैर्रा व्याकरण-विलोमशब्द,		गुंजन:पाठ७-डामनऔरपि व्याकरण:विरामचिन्ह,चित्र	गुंजन:पाठ७-डामनऔरपिथियस		करण:विशेषण,क्रिया,पर्यायवाः	व्याकरण:वाक्य,पत्रले	नेला		
	जुलाई - गुंजन:पाठ४-समयकामोल) कविता(Note Book Submission MM 25 (Weightage 5 Marks) Subject Enrichment Activity MM 25 (Weightage 5 Marks) 				फरवरी- गुंजन:पाठ१५-सबसेबढ़करहम)कविता(पाठ१६- माइकलफैराडेव्याकरण,योजकशब्द,अशुद्धिशोधन,क 1. Note Book Submission MM 25 (Weightage 5 Marks) 2. Subject Enrichment Activity I (Weightage 5 Marks)		
REPORT CA	RD WILL CONS	ST OF 100 MARKS	1	REPORT CARI	O WILL CONSIS	T OF 100 MAR	KS		
Evaluation	% syllabus	Maximum marks	Weightage	Evaluation	% syllabus	Maximum marks	Weightage		
Periodic Test I- July			Periodic Test II- December	30%	40 marks	10 marks			
Note Book Submission		25 marks	5 marks	Note Book Submission		25 marks	5 marks		
Subject Enrichment	bject 25 marks 5 marks		Subject Enrichment		25 marks	5 marks			

Activity				Activity				
Half Yearly - September	50%	80 marks	80 marks	Annual Exam - March	10% syllabus of Term I and entire syllabus of Term II	80 marks	80 marks	

मासिक पाठ्यक्र म	इकाई पाठ/ कालांश की संख्या	ज्ञान क्षेत्र और पाठ्यक्रम लक्ष्य)आधारभूत मानचित्रण)(CG 5,CG6,CG7,CG9)	योग्यता /अधिगम परिणाम	वी सदी के 21कौशल	एकीकृतAWESपहल	अंतः विषय एकीकरण	अधिगम स्थल	प्रदत्त कार्य	अध्यापन शास्त्र (संकेतात्मक (
	अवधि १ गुंजन पाठ 1,2,4, 5 व्याकरण हमारी भाषा - वर्णऔर शब्द विलोम अनेक आर्थक , शब्द शब्द रचना ,शब्द		अवधि २ गुंजन पाठ ६, ७, ८ व्याकरण विराम, सर्वनाम, संज्ञा-चिन्ह चित्र वर्णनकविता लेखन ,		अवधि ३ गुंजन पाठ ९, १०,११, १२ व्याकरण क्रिया, विशेषण- पर्यायवाची,	अवधि ४ गुंजन पाठ 13, 14, 15, 16 वाक्यांश के लिए - व्याकरण पत्र ,वाक्य ,मुहावरे ,एक शब्द अशुद्धि , योजक शब्द, लेखन- कहानी लेखन, शोधन			
अप्रैल)21 दिन(कालांशोंकीसंख्या२ पाठसंख्या -१ पाठकानाम -उपवन के फूल अवधारणा:-फूलों का महत्व उपअवधारणाएँ परोपकार संयम	भाषा और साक्षरता विकास CG-10. Children develop fluency in reading and writing in language CG-9.1Listens to and appreciates simple songs, rhymes and poems. कोश: प्राणमय	सुनी हुई रचनाओं कहानी कविता अधिक उपयुक्त उतार चढ़ाव गित प्रवाह-सिहत पुट के साथ सुनाते है। अधिगम परिणाम मूल रूप : छात्र फूलों के विभिन्न रंगो, खुशबू व आकार के बारे में जान सकेंगे। मध्यम: फूलों की उपयोगिता के बारे में आधारभूत जानकारी प्राप्त कर सकेंगे।	जीवन कौशल समस्या को सुलझाना जीवन में आने वाली अनेक मुसीबतों का सामना हँसकर करना।	कला:- कागज के फूलों की क्यारी। खेल:- वैज्ञानिक स्वभाव:- विभिन्न प्रकार के फूलों, वनस्पतियों के बारे में जानकारी। प्रौद्योगिकीतकनीकीयूट्यूब लिकं का प्रयोग https://youtu.be/JStdsdkfyj Q	अंग्रेजी भाषा:- फूलों की उपयोगिता का गद्यांश। गणित:- कलाकागज के फूलों की क्यारी। संगीत:-:- सुर और लय के साथ गायन। https://youtu.be/- Rn0dKVWhDE	बगीचा (एकलव्य पार्क) विद्यालय प्रांगण	कक्षा कार्यः कक्षा को चार समूहों में बाँटकर प्रत्येक समूह को एकएक पद्यांश - याद करने का कार्य। गृह कार्यः तुकबंदी वाले शब्द।	परियोजना आधारित ज्ञान-: समस्या हल सांकेतिक मूल्यांकन • कार्यपत्रक • मूल्यपरक प्रश्न • वर्ण बदलकर शब्द बनाना
	व्याकरण	CG-10. Children develop fluency in	छात्र एक जैसी आवाज वाले शब्दों अथवा तक						

	हमारीभाषा, वर्णऔर शब्द अवधारणा –भाषा के अनेक रूपों से परिचय वर्णमाला का ज्ञान उपअवधारणा भाषा के रूप लिखित, मौखिक और सांकेतिक स्वर तथा व्यंजन का ज्ञान	reading and writing in language भाषा और साक्षरता विकास CG-7 Children make sense of the world around through observation and logical thinking. CG- 9.5: Comprehends narrated/read out stories and	वाले शब्दों केबारेमेंजानसकेंगे सुनी हुई रचनाओं की विषय- वस्तु घटनाओं, पात्रों, शीर्षक के बारे में बातचीत करते हैं, प्रश्न पूछते हैं, अपनी प्रतिक्रिया राय बताते हैं/ अपने तरीके से आदि भाषा में व्यक्त करते (कहानी) हैं। सीखने का परिणाम मूल रूप- छात्रों का व्याकरण के नियमों से परिचय होना छात्र सांस्कृतिक लिखित व मौखिक भाषा के स्वरूप को पहचान पाएंगे। छात्र नाम वाले शब्दों को जान पाएंगे माध्यमिक अक्षरों का ज्ञान होना। स्वर तथा व्यंजन से						Comment [P	PG1]:
		identifies characters, storyline and what the author wants to say. कोश: अन्नमय	परिचय होना। उच्चतर देश के विभिन्न राज्यों में बोले जाने वाली भाषाओं का ज्ञान छात्रों को होगा अक्षरों का शुद्ध उच्चारण करना सीख पाएंगे							
मई)15 दिन(पाठसंख्या - २ कालांशोंकीसंख्या- ४ पाठकानाम - रूपा डरी नहीं	ज्ञान क्षेत्र : CG - 10: Childrendevelop fluency in reading and writing.	अधिगम परिणाम मूल रूप :छात्र उपहार एवंपुरस्कार में अंतर	समस्या को सुलझाना जीवन में आने वाली अनेक मुसीबतों का सामना हँसकर	कला:-जनवरी की परेड 26केचित्रों का एक एलबम बनाना। खेल: चोर-सिपाही का खेल खेलना।	अंग्रेजी भाषा:- लड़का -लड़की	रोल प्ले के लिए गतिविधि कक्ष । विद्यालय प्रांगण	कक्षा कार्यः (क पाठ का (पठन- पाठन (खकठिन शब्द (रेखांकित करना। पीछे का अभ्यास (ग) (घ/प्रश्न (उत्तर (ङवाक्य बनाओ (परियोजना आधारित ज्ञान-:	

	1	T		T	T		I	T	T .
			समझ सकेंगे।		वैज्ञानिक स्वभाव:-	में भेद को समाप्तकरने की			
	अवधारणा:-	पाठ्यक्रम लक्ष्य-			वज्ञाानक स्वभाव:-	पहल, तात्कालिक भाषण प्रतियोगिता।		गृह कार्य :- (कशब्दार्थ लिखिए। (
	बहादुरी व निडरता	C-9.1Listens to and	मध्यम :छात्र पुरस्कार का महत्व जान सकेंगे। विकसितः		खोज करना और खेल खेलना जो	। प्रातयागता।		(कशब्दाय ।लाखए। ((ख/प्रश्न (उत्तर याद करें	समस्या हल
		appreciates			परिवार एक साथ खेलते हैं।	गणित:-		(ख/प्रश्न (उत्तर याद कर	
	उपअवधारणाएँ अन्याय का विरोध	songs,rhymes and	(क) देश में दिए जाने वाले राष्ट्रीय		परिवार एक साथ खलत है।	गाणत:-			संकेतात्मक मूल्यांकन-:
	अन्याय का ।वराध जीवन शैली	songs.	पुरस्कारों की जानकारी प्राप्त कर		तकनीकी प्रौद्योगिकी -:				• कार्यपत्रक
	। धेर्य	C-10.6Read short	सकेंगे।		https://youtu.be/liM9VWZtK				• मूल्यपरक
	यप सूझ- बूझ	poem and begins to	(ख) हर मुसीबत या मुश्किल के समय में		0Y	कला:-			प्रश्न
	तूरा- थूरा सहायताकरना	appreciate the	साहस हिम्मत एवं निडरता से उसका		<u> </u>	बहादुरी पुरस्कारों का एलबम			• वर्ण-विच्छेद
	(IQI4(II4/CIII	poem for its choice	सामनाकरना।			बनाना।			
	व्याकरण :	of words and							
	विलोम शब्द	imagination.	सीखने का परिणाम						
	अनेकार्थक शब्द	C-10.8Writes a	मूल रूप-			संगीत:-			
1	शब्द-रचना	paragraph to				https://youtu.be/Gv7jSiE4D			
1		express their	छात्रों का व्याकरण के नियमों से परिचय होना			<u>NE</u>			
1		outstanding and	छात्र सांस्कृतिक लिखित व मौखिक भाषा के						
		experiences	स्वरूप को पहचान पाएंगे। छात्र नाम वाले शब्दों						
	अवधारणा	कोश:विज्ञानमय	को जान पाएंगे						
	विलोम शब्द को	कारा:।वशानमय	माध्यमिक						
	विपरीतार्थक शब्द भी								
	कहते हैं।		अक्षरों का ज्ञान होना। स्वर तथा व्यंजन से						
	उपअवधारणाएँ		परिचय होना।						
	उपजयवारणाष्								
	कुछ विलोम शब्द निषेध		उच्चतर						
	वाची उपसर्ग लगाकर भी		o-un						
	बनाये जाते हैं ।								
	·								
	भाषाओं में ऐसे शब्द भी								
	मिलते हैं जो अलग अलग -								
	भिन्न अर्थ - संदर्भों में भिन्न								
	देते हैं,ऐसे शब्द अनेकार्थी								
जुलाई	शब्द कहे जाते हैं।								
		ज्ञान क्षेत्र :		सतत विकास, गुणवत्तापूर्ण					
२३) दिन)	पाठसंख्या –			शिक्षा				कक्षा कार्य:-	
IGH)	३पाठकानाम - तीन	CG-5Children		121411			बगीचा,	अध्यापिका द्वारा कविता	
	्रपाठकानाम - तान गुड़ियाँ (गैर विस्तृत)	develop a positive					विद्यालय प्रांगण	का सस्वर वाचन।	
	गुञ्चा (गर ।परपृत)	attitude towards the							
		productive work	अधिगम परिणाम					गृह कार्य :-	परियोजना आधारित
		and service 'seva'.	आधगम पारणाम					तुकबंदी वाले शब्द।	ज्ञान-:
		पाठ्यक्रम लक्ष्य-	मूल रूप :समय के मूल्य को समझना ।					8. 131 3131 3131	
	पाठसंख्या -	C-5.1:	नूरा रूप :समय पर मूरप पर समझना ।		कला:- गत्ते का प्रयोग करके घड़ी				समस्या हल
		C-3.1 .							

	४कालांशोंकीसंख्या	Demonstrates			बुनाना	अंग्रेजी भाषा:- समय की कीमत			
1	3	willingness and	मध्यम : एकता, प्रकृति प्रेम और समय के मूल्य		खेल:- दिनचर्या का चार्ट बनाकरमित्रों	का गदयांश			संकेतात्मक मूल्यांकन-:
	पाठकानाम - समय	participation in age	जैसे गुणों को अपनाना ।		के समय के साथ तुलना।	गणित:-			• कार्यपत्रक
	का मोल	appropriate physical			वैज्ञानिक स्वभाव:-				• मूल्यपरक
i l		work towards			दिल्ली और जयपुर में जंतर-मंतर	क्ला:-गत्ते का प्रयोग करके घड़ी			प्रेश्न
	अवधारणा:-	helping others	विकसित: छोटीछोटी वस्तुओं का मूल्य -		दर्शनीय स्थल है। यहाँ सूर्य की	बनाना			
ı l	समयकामहत्व	कोषा: आनंदमय	समझना। विशेष आवश्यकता वाले बच्चे सहायक		रोशनीके आधार पर समय की	. 0			
	उपअवधारणाएँ :	काषाः जानदमय	विशेष आवश्यकता वाले बच्चे सहायक		जानकारी दी जाएगी।	संगीत:-			
ı l	हरछोटीचीजकामहत्व		शिक्षण		तकनीकी प्रौद्योगिकी -:	https://youtu.be/xJBek5XCe			
ı l					https://youtu.be/7ZeVdzqe	<u>xw</u>			
i l			दृष्टिबाधित छात्रों की सहायता:						
i l			कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें						
i l			करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें						
i l			और बच्चे को अलग से भी सुनने दें। कृपया इसे						
i l			सीखने में सहायक सामग्री के रूप में घर पर						
i l			भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के						
ı l			लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल						
ı l			करें।						
i l									
i l			श्रवण बाधित छात्रों की सहायता:						
i l			सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें						
i l			और बच्चे को बाकी कक्षा के साथ सीखने में						
i l			सहायता करने के लिए अपनी प्रस्तुतियों में						
ı l			एम्बेड करें। विजुअल एड्स का प्रयोग करें।						
i l			,						
i l									
ı l									
ı l									
अगस्त									
दिन २०))		ज्ञान क्षेत्र :							
1411 (-))		शाम दात्र :		सामाजिक एवं जीवन कौशल					
i l							0		
	पाठसंख्या –५	CG -9 : Children					ए.वी. कक्ष-	•	
	पाठसंख्या –५ कालांशोंकीसंख्या४	develop effective					कक्षा	कक्षा कार्य:-	
	पाठकानाम –	communication						(क-पाठ का पठन (
	राजेंद्रबाबू	skills for day to day						पाठन	
	राजप्रवाषू अवधारणा :-	interactions in two						(खकठिन (
		languages						शब्दरेखांकित करना।	परियोजना आधारित
i l	 बड़प्पन की 	CG-1: Children						पीछे का (ग)	ज्ञान-: भारत रत्न से
i	भावना	develophabits that						अभ्यास	सम्मानित पाँच महान
i	उप अवधारणा	keep them healthy	Socio emotional and ethical					(घप्रश्न उत्तर (व्यक्तियों की जानकारी
i l	 सादगीपूर्ण 	and safe.	development		कला:-			(ङवाक्य बनाओ (एकत्रित करें।
	जीवन		development		ا الاستان الا			(७ पापप जनाजा (54/14(1 4/(1
i	• सामाजिक	पाठ्यक्रम लक्ष्य-	अधिगम परिणाम		भारत के किन्हीं पांच राष्ट्रपतियों के			गृह कार्य :-	समस्या हल
	समानता		आअभग वार्याम	1		अंग्रेजी भाषा:-		गृह पगप :-	विचारोत्तेजक
1	VI II IVII					0 3 9 1 9 1			ातना जा ना तत

		605			चित्र चिपकाइए।	م المراجعة		(कशब्दार्थ लिखिए। (
		C-9.5 :Comprehends	मूल रूप : महानविभूतियों के विषय में जानना।		। यत्र । चपकाइए। 	भारत के पहले 5 राष्ट्रपतियों के नाम और उनका कार्यकाल का		(कशब्दाय । लाखए। ((खप्रश्न उत्तर याद करें। (मूल्यांकन-: • कार्यपत्रक
		narrated/read out	गर्गावसूतिवा कराववव ग आनामा		खेल:-	समय।कला:-		(खप्रश्न उत्तर पाद परेश (मृत्यपरक
		· ·	मध्यम :		वैज्ञानिक स्वभाव:-	भारत के पाँच राष्ट्रपतियों के चित्र			प्रश्न
		stories and	सामाजिक समानता का महत्व समझना।		भारत रत्नों की जानकारी	चिपकाकर उनके नाम लिखिए।			21.41
		identifies characters,				संगीत:-			विचारोत्तेजक संसाधन-:
		storyline and what	विकसित:		https://youtu.be/77jwBBPNMA	https://youtu.be/ZGtrHNla_			
		the author wants to	सादगी के साथ जीवनयापन करना।-		<u>A</u>	CW			
		say.कोषा:विज्ञानमय			0.03.20.0				
					तकनीकी प्रौद्योगिकी :-				
					गूगल, टेलीविजन अन्य पुस्तकें।				
			विशेष आवश्यकता वाले बच्चे सहायक						
			शिक्षण						
			-0-0						
			दृष्टिबाधित छात्रों की सहायता:						
			कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें						
			और बच्चे को अलग से भी सुनने दें। कृपया इसे						
			सीखने में सहायक सामग्री के रूप में घर पर						
			भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के						
			लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल						
			करें।						
			श्रवण बाधित छात्रों की सहायता:						
			सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में						
			और बच्चे को बाकी कक्षा के साथ सीखने में						
			सहायता करने के लिए अपनी प्रस्तुतियों में						
			एम्बेड करें। विजुअल एड्स का प्रयोग करें।						
2000	अवधि २								
अगस्त दिन २०))	गुंजन पाठ ६, ७, ८								
ादन २०))	3011410 0, 1,0	ज्ञानक्षेत्र :-Children							
	व्याकरण संज्ञा-	develop emotional							
	विराम, सर्वनाम,	intelligence, i.e, the							
	चिन्ह चित्र वर्णन , कविता लेखन	ability to					6		
		understand and					विज्ञान	कक्षा कार्य:-	
	पाठसंख्या –६	manage their own		शारीरिक विकास एवं			प्रयोगशाला ए.वी कक्ष	(क-पाठ का पठन (
	कालांशोंकीसंख्या५	emotions and		जीवन कौशल			ए.वा कक्ष	पाठन	
	पाठकानाम - दूध का	responds positive to		वैज्ञानिक दृष्टिकोण				(खकठिन (
	रंग अवधारणा :-छात्र	social norms						शब्दरेखांकित करना।	
	दूध का महत्व समझेंगे। उपअवधार	पाठ्यक्रम लक्ष्य:						(ग)पाठकेअंतमेंदियागया	
	णाएँ : स्वस्थ जीवन	पाठवप्रम्म शक्पः	अधिगम परिणाम					अभ्यास-कार्य	परियोजना आधारित
	शैली।	C-4.5 Understands						(घ/प्रश्न (उत्तर	ज्ञान-:
	SISH	responds positively	मूल रूप :दूध पीने के महत्व को समझना।					(ङवाक्य बनाओ (विचारोत्तेजक
								(0 3131 3 11311 (

	T	1		1		1		1	
	व्याकरण:	to social norms in	मध्यम :वैज्ञानिक दृष्टिकोण का विकास।		क्ला:- दूध से बनी हुई चीज़ोंके चित्र				मूल्यांकन-:
	पाठ-३ नाम शब्द-	the classroom and			और सूची।	अंग्रेजी भाषा:-		गृह कार्य :-	• कार्यपत्रक
	संज्ञा	school.	विकसित: विवेकशीलतास्वस्थ जीवन शैली को			अंग्रजा भाषा:-		(कशब्दार्थ लिखिए। (• मूल्यपरक
			अपनाना।		खेल:-	गणित:-		(ख/प्रश्न (उत्तर याद	प्रश्न
	पाठ -४नाम की	C4.2 Understands	विकसित: छोटीछोटी वस्तुओं का मूल्य -			There:		करें।	
	जगह-	and responds	समझना।			कला:-दूध से बनी हुईचीज़ों के			
	सर्वनाम	positively to			वैज्ञानिक स्वभाव:-	चित्र और सूची।			
		different thoughts	विशेष आवश्यकता वाले बच्चे सहायक		दुध की पौष्टिकताकेबारेमेंजानकारी।				
	अवधारणा –भाषा के	preferences and	शिक्षण						
	अनेक रूपों से परिचय	emotional needs of							
	उपअवधारणा	other children.	दृष्टिबाधित छात्रों की सहायताः						
	उपअवधारणा	other emarch.	कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट		तकनीकी प्रौद्योगिकी -:				
	संज्ञा के प्रकार:	कोषा: आनंदमय	क्रते हुए पाठ को अपनी आवाज में रिकॉर्ड करें		https://youtu.be/0UamOgZh				
			और बच्चे को अलग से भी सुनने दें। कृपया इसे		L6A				
	व्यक्तिवाचक संज्ञा		सीखने में सहायक सामग्री के रूप में घर पर						
	जातिवाचक संज्ञा		भेजें।शब्दों को पढ़ने में बच्चे की मदद करने के						
	जातपायप संशा		लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल						
सितंबर	भाववाचक संज्ञा		करें।						
२३)दिन(·	_	0 2 0						
(4),4 ,(ज्ञानक्षेत्र :- भाषा और	श्रवण बाधित छात्रों की सहायता:						
		साहित्य का विकास	सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें						
			और बच्चे को बाकी कक्षा के साथ सीखने में						
		पाठ्यक्रम लक्ष्य:-	सहायता करने के लिए अपनी प्रस्तुतियों में						
		CG-5 Children	एम्बेड करें। विजुअल एड्स का प्रयोग करें।						
	पाठसंख्या७		0 3 0						
	कालांशोंकीसंख्या५	develop a positive	सीखने का परिणाम						
	पाठकानाम - डामन और	attitude towards	मूल रूप-छात्रों का व्याकरण के नियमों से				ए.वी कक्ष,		
	पिथियस	productive work	परिचय होना।छात्र नाम वाले शब्दों को जान				कक्षा		
	·	and service or	पाएंगे					कक्षाकार्य:	
	अवधारणा:-	'seva'	माध्यमिक					शब्द	
	• मित्रता	CC 5.1	माध्यामक	सहयोगिता एवं सामाजिक				। शब्द । ज्ञान,श्रुतलेख,मौखिक	
	• बलिदान	CG-5.1	संज्ञा की परिभाषा से परिचित होंगे।	कौशल का विकास					
	• •	Demonstrates	संज्ञा के भेदों की जानकारी होगी					एवं लिखित प्रश्न उत्तर	
	उपअवधारणाएँ :	willingness and	व्यवाहरिक व्याकरण का ज्ञान					,विराम चिन्ह गृहकार्य :-	परियोजनाआधारितज्ञान
	• घ्र-परिवार से	participation in	ज्याहारक जाकरण का शान					कृष्ण और सुदामा के	:-
	प्रेम	age appropriate	उच्चतर:संज्ञा शब्दों का दैनिक जीवन में प्रयोग			1310		अतिरिक्त और किस-	समस्याहल
	• समय का पालन	physical work			कला:-अपने प्रिय मित्र को एक कार्ड	अंग्रेंजी भाषा:-मित्रता निबंध		किस की मित्रता की	रामस्भारुष
		towards helping			बना कर देंगे उसमें लिखेंगे कि बच्चे	लिखवाया जाएगा। <mark>गणित</mark> :-		किस से प्रसिद्ध है	संकेतात्मक
	व्याकरण:-	others.			अपने मित्र को क्यों पसंद करते हैं।	कला: -कार्ड बनाना		लिखिए।	मूल्यांकन:-
	पाठविराम ७चिह्न		योग्यता / अधिगमकापरिणाम		खेल:-	<u></u>			• कार्यपत्रक
	पाठापराम ७ायक्	कोषा:-मनोमय	CG10.6 लघु कथाएँ पढ़ना कहानी के पात्रों ,		GM.	संगीत:-			 मृत्यपरकप्रश्न
	पाठरचनात्मक लेखन१४-		की पहचान करना और लेखक स्वयं क्या कहना		वैज्ञानिकस्वभाव:-दोस्ती का सम्मान	https://youtu.be/ugS9zW			मौखिक और लिखित प्रश्न
			इसकी पहचान करना और इसका ,चाहता है		करने के लिए मित्रता दिवस मनाया	<u>PowfQ</u>			उत्तर
	(वर्णन-चित्र)		इत्तपग पहवान परना आर इत्तपग ,विहता ह		जाता है भारत में या गैस के पहले				Olla

अक्टूबर २२)दिन(अर्थ समझना। अधिगमकापरिणाममूलरूपिमत्रतापू र्ण व्यवहार करना। मध्यमघरपरिवार में सबसे - मिलजुलकर रहना सीखेंगे। विकसित:समय का सदुपयोग। तरह- तरह की कहानियों रचनाओं की भाषा की बारीिकयों जैसे शब्दों की पुनरावृत्ति संज्ञा), सर्वनाम विभिन्न विराम -चिन्ह का प्रयोग आदि की पहचान और (प्रयोग करते हैं।		रविवार है दक्षिण अमेरिका में 30 जुलाईकोमनाया जाता है। इसे जायस हॉल ने शुरू किया था। तकनीकीप्रौद्योगिक				सांकेतिक संसाधन:-
४ १)।देन(पाठ संख्या- ८ कालांश की संख्याः५ पाठकानाम :-आनंद ही आनंद अवधारणाः- आनंद भावना उपअवधारणाएँ:- मातृ स्रेह पशु व्यवहार सहानुभूति व्याकरणः- पाठ-१४ रचनात्मक लेखन कविता लेखन	মান क्षेत्र:- Aesthetic and cultural development CG9.1Listens to and appreciates simple songs, rhymes पাত্যক্রম লক্ষ্ম- CG1.2- Children develop abilities and sensibilities in visual and performing arts in meaningful and joyful ways. CG1.3Children develop habits of learning that allow them to engage actively informal learning environment like a	CG10.6 लघु कथाएँ पढ़ना कहानी के पात्रों की पहचान , करना और लेखक स्वयं क्याकहना चाहता है , इसकी पहचान करना और इसका अर्थ समझना। अधिगमकापरिणाम मूलरूपचिड़ियाघर की जानकारी।	तकनीकी साक्षरता कौशल वातावरण एवं पशु पक्षी के बचाव में पहल उत्पादकता	कला:-पालतू जानवरों एवं जंगली जानवरों का के चित्रों का एल्बम बनाएं। खेल:-घुडदौड-, स्लेज डाग दौड। वैज्ञानिकस्वभाव:- जानवरों के प्राकृतिक आवास के बारे में जानकारी।तकनीकीप्रौद्योगिकीhtt ps://youtu.be/VqW11kYxe9g	अंग्रेजीभाषा:-चिड़ियाघर की सैर निबंध लिखवाया जाएगा। गणित:- कला:-पालतू जानवर और जंगली जानवरों के चित्र चिपकाए और एक एल्बम तैयार करें। संगीत:-	ए.वी कक्ष, कक्षा	कक्षाकार्यः शब्द ज्ञान, श्रुतलेख,मौखिक एवं लिखित प्रश्न उत्तर ,अनेक शब्दों के लिए एक शब्द। गृहकार्यः - चिड़ियाघर में कौनकौन - उनकी ?से जानवर देखे सूची बनाइए। चित्रवर्णन-	परियोजनाआधारितज्ञान :- समस्याहल संकेतात्मक मूल्यांकन:- कार्यपत्रकमूल्यपरकप्रश्न मौखिक और लिखित प्रश्न उत्तरसांकेतिकसंसाधन:

	अवधि ३ गुंजन :- पाठ 9, 10,11, 12 व्याकरण :विशेषण-, क्रिया पर्यायवाची,	school classroom. कोषा::-विज्ञानमय ज्ञान क्षेत्र: CG-7 Children make sense of world around through	मध्यमपशु प्रेम व संरक्षण। विकसितः पालत् जानवर और जंगली जानवरों में अंतर समझना। सुनी हुई रचनाओं की विषय- वस्तु घटनाओं, पात्रों शीर्षक, आदि के बारे में बातचीत करते हैं। प्रश्न पूछते हैं, अपनी प्रतिक्रिया देते हैं, राय बताते हैं, अपने तरीके से अपनी भाषा में व्यक्त करते हैं। विशेष आवश्यकता वाले बच्चे सहायक शिक्षण हिश्विधित छात्रों की सहायताः कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें। अवण बाधित छात्रों की सहायताः		https://youtu.be/7OF- 9qYM2PQ	गणित प्रयोगशाला कक्ष	कक्षा कार्यः	
)22 दन(पाठसंख्या:-९	observation and logical thinking.	सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में				योग्यता शिक्षण कौशल पर आधारित कार्यपत्रक	परियोजना आधारित ज्ञान:-
	कालांशकीसंख्या:-३	पाठ्यक्रम लक्ष्य-	एम्बेड करें। विजुअल एंड्स का प्रयोग करें।				गृह कार्य :-	समस्या हल
	पाठका नाम :-शून्य	C7.2Observes and understands cause					दिए गए अंकों के बराबर कोई वस्तु बनाओ व उस	मूल्यांकन:-
	अवधारणा :- छोटी वस्तु का	and effects					शब्द कीगिनती को	साकेंतिक संसाधन:-
	महत्व।	relationships in nature by forming	अधिगम परिणाम				हिन्दी मे	कार्य पत्रक मूल्यपरक प्रश्न
	उपअवधारणा :- समानता का भाव	simple hypothesis	मूल रूप	कला:-				वाक्य निर्माण
		observations to	शब्द भंडार में वृद्धि। मध्यम	शून्य के प्रयोग से चित्र बनाना।				गिनती
		explain their hypothesis.	सुर और लय में कविता। <mark>विकसित</mark> तक बंटी वाले शब्दों का ज्ञान।	खेल:-	अंग्रेजी भाषा:-			
		कोषा:-विज्ञानमय	तुक बंदी वाले शब्दों का ज्ञान। हिंदी में सुनी गई बात, कविता आदि को अपने	अंको का खेल	गणित:-			
		•	तरीके और अपनी भाषा में कहने -सुनाने/ प्रश्न पूछने एवं अपनी बात जोड़ने प्रतिक्रिया देने के	वैज्ञानिक स्वभाव:-तकनीकी	शून्य की उपयोगिता।	विद्यालय		
			अवसर उपलब्ध होंगे।	प्रौद्योगिकी :	कला:-	परिसर का		
	पाठसंख्या १०		विशेष आवश्यकता वाले बच्चे सहायक शिक्षण	https://youtu.be/ItD4ZVi68-k	संगीत:-	प्रांगण बगीचा (एकलव्य पार्क)		
	कालांश की संख्या:-		ן-ואורן		कविता कागायन	(21.21.113)	कक्षा कार्यः	

र पाठ का नाम:- अनोखी चिड़िया अवधारणा • पर्यावरण संरक्षण उपअवधारणा • प्रकृति प्रेम • पक्षी प्रेम	য়ানঞ্চির: CG-10 Children develop fluency in reading and writing in Language पাত্যক্রমলঞ্চ্মনঞ্চ্ম-	हृष्टिबाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें। श्रवण बाधित छात्रों की सहायता: सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें। CG-6Children develop a positive regards for the natural environment around them. अधिगम परिणाम मूल रूप विभिन्न पिक्षयों के बारे में जानकारी अर्जन मध्यम प्रकृति और पक्षी प्रेम जागृत विकसित शुद्ध पठन, शब्द भंडार में वृद्धि	वातावरण एवं पिक्षयों के बचाव में उत्पादकता	कला:- कागज के प्रयोग से मोर बनाना। खेल:- https://youtu.be/7y4Q1WJPQa c वैज्ञानिक स्वभाव:- कीवी के रहनसहन की जानकारी।- तकनीिक प्रौद्योगिकीय:- पीपीटी,यूट्यूब लिंक- https://youtu.be/QArM9hepT8I	अंग्रेजीभाषा:- कीवी पक्षी का अनुच्छेद गणित:- क्ला:- कागज के प्रयोग से मोर बनाना । संगीत:- पक्षियोंके स्वरों को सुनना।	योग्यता शिक्षण कौशल पर आधारित कार्यपत्रक गृहकार्यः अपने घर के आसपास - आने वाले पिक्षयोंकेचित्र एकचार्टपेपरचित्रचिपका ओ।	परियोजना आधा ज्ञान:- समस्या हल मूल्यांकन:- साकेंतिक संसाधः • कार्य पः • मूल्यपर प्रश्न
पाठ-५:-कैसे या कितनाविशेषण- पाठ-६:-करना या होनाक्रिया- पाठ-८:- शब्द भंडार पर्यायवाची शब्द))	CG-6 Children develop a positive regards for the natural environment around them. C-6.1 Shows care for and joy in engaging with	विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के अवसर उपलब्ध हों- जैसे किसी कहानी में किसी जानकारी को खोजना, किसी जानकारी को निकाल पाना, किसी घटना या पात्र के संबंध में तर्क अपनी राय दे पाना आदि। भाषा और साहित्य का विकास। पाठ्यक्रम लक्ष्य-	मानसिक विकास			के उत्तर कार्य पुस्तिका में लिखें।मुहावरो का प्रयोग करते हुए वाक्य बनाइए। गृह कार्य :- वाक्य बनाना, शब्दकोश क्रम	• वाक्य निर्माण
अवधारणा	joy in engaging with all life norms. कोषा: अन्नमय CG-9. Children	सीखने का परिणाम मूल रूप • लघुकथा का महत्व उसकी लघुता में है जो वह कथा को प्रदान करती है • पर्यायवाची शब्दों के अर्थ लगभग	सहयोग वार्तालाप				

	बताते हैं वह विशेषण	develop effective	समान होते हैं अतः उन्हें समानार्थी के						
	कहलाते हैं।	communication	रूप में पहचान सकेंगे।						
		skills for day to day	•						
	उपअवधारणाएं	interactions in two	विकसित						
	 কথানক 	languages.							
	शैली	CG-10. Children	• छोटीछोटी बातों में बड़े अर्थ निकाल -						
	• उपदेश की	develop fluency in	पाएंगे और अपनी बात संदेश के रूप						
	प्रधानता।	reading and writing	में कम से कम शब्दों में पाठक तक						
		in language – 1.	पहुंचा पाएंगे						
			 अर्थ में अंतर के कारण सभी 						
		कोश	पर्यायवाची एक दूसरे के स्थान पर						
		आनंदमयी कोश	प्रयुक्त नहीं हो पाते हैं यह जान पाएंगे						
		मनोमय कोश							
		ज्ञान क्षेत्र:	उच्चस्तरीय						
		शान पात्र.	• लघु कथा का सौंदर्य उसकी अपनी						
		CG-7Children make	शैली बनावट कसावट कथ्य और						
		sense of world	शिल्प में निहित होता है। • पर्यायवाची शब्दों का प्रयोग सावधानी				विद्यालय		
		around through	 पर्यायवाची शब्दों का प्रयोग सावधानी से करना जान पाएंगे। 				परिसर का		
		observation and	स करना जान पाएगा				प्रांगण बगीचा		
		logical thinking					(एकलव्य पार्क)		
		पाठ्यक्रम लक्ष्य-							
			CG-10Children develop fluency in					कक्षाकार्यः	
		C-7.2Observes and	reading and writing in Language					शब्द ज्ञान,	
	कालांशोंकीसंख्या-	understands cause	C10.4Children develop fluency in						
नवंबर	६पाठ११पाठ का	and effects	reading and writing in language.					श्रुतलेख, प्रत्यास्मरण	
)22दिन(नाम:-पिकनिक	relationships in	अधिगम का परिणाममूल रूप			अंग्रेजी भाषा:- पिकनिक के		मौखिक और लिखित	परियोजनाआधारितज्ञान
	अवधारणा:-	nature by forming	छात्रों को परिवार के साथ पिकनिक का			विषय में पंक्तियां लिखें। 5		अभिव्यक्ति	:-
		simple hypothesis	अनुभव।			विषय म पक्तिया लिखा ५			समस्याहल
	परोपकार	and uses	मध्यम			गणित:-		गृहकार्य :-	रामरमाहरा
	उपअवधारणाएँ	observations to	गलत काम को रोकना। विकसितः		कला:-जहाँ पिकनिक मनाने गए वहाँ			(क)समान तुक वाले	संकेतात्मक
	उपअवधारणाए	explore	विकासत: जरूरतमंद लोगों की कैसे मदद की जाए।हिंदी		का चित्र बनाएं ।	कला:-पिकनिक में जो भी दृश्य		शब्द ।	मूल्यांकन:-
	सूझ- बूझ	कोषा:-आनंदमय	में सुनी गई बात,कहानी आदि को अपने तरीके		वैज्ञानिक स्वभाव:- बैडमिंटन,	देखे गए उनके चित्र बनाएँ।			• कार्यपत्रक
		471416 -11 19(117	और अपनी भाषा को कहने सुनाने/ प्रश्न पूछने		चोरसिपाही का खेल-	संगीत:-		(ख) प्रश्नउत्तरयादकरें ।	• मूल्यपरकप्रश्न
	सहायता करना		एवं अपनी बात जोड़ने प्रतिक्रिया देने के अवसर		•	Si ilVi.			• मौखिक और
			उपलब्ध होंगे।		तकनीकीप्रौद्योगिकीhttps://yout				लिखित प्रश्न
			विशेष आवश्यकता वाले बच्चो के लिए	नेतृत्व तार्किक चिंतन एवं	u.be/mDp9zUpVVVo				उत्तर
			सहायक शिक्षण	जीवन से आगे बढ़ते हुए आई					
			दृष्टिबाधित छात्रों की सहायताः	समस्या को सुलझाना।					सांकेतिकसंसाधन:-
			अध्यायके मुख्यबिंदुओं को निर्दिष्टकरते हुए पाठको						
			अपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबाधितबच्चों						

	कोअलगसेसुननेदेंगे।इसेसीखनेमेंसहायकसामग्री केरूपमेंघरपरभीभेजेंगे।				
	श्रवण बाधित छात्रों की सहायता:				
	शब्दोंकोपढ़नेमेंबच्चेकीमददकरनेकेलिएबड़ेअ क्षरोंवालेफ़्लैशकार्डकाइस्तेमालकरेंगे। चलचित्रद्वाराबच्चेकोपाठसमझाएंगे।				
	CG-10Children develop fluency in reading and writing in Language				
	C10.4Children develop fluency in reading and writing in languageअधिगमकापरिणाम				
	मूलरूप				
	छात्रों को परिवार के साथ पिकनिक का अनुभव।				
	मध्यम				
	गलत काम को रोकना।				
	विकसित:				
	जरूरतमंद लोगों की कैसे मदद की जाए।				
	हिंदी में सुनी गई बात,कहानी आदि को अपने तरीके और अपनी भाषा को कहने सुनाने/ प्रश्न पूछने एवं अपनी बात जोड़ने प्रतिक्रिया देने के अवसर उपलब्ध होंगे।				
	विशेष आवश्यकता वाले बच्चो के लिए सहायक शिक्षण				
	दृष्टिबाधित छात्रों की सहायता:				
	अध्यायकेमुख्यबिंदुओंकोनिर्दिष्टकरतेहुएपाठको अपनेआवाजमेंरिकॉर्डकरेंगेऔरदृष्टिबाधितबच्चों कोअलगसेसुननेदेंगे।इसेसीखनेमेंसहायकसामग्री केरूपमेंघरपरभीभेजेंगे।		ए.वी कक्ष		
ज्ञानक्षेत्र:	श्रवण बाधित छात्रों की सहायता:				
CG-7Children make	शब्दोंकोपढ़नेमेंबच्चेकीमददकरनेकेलिएबड़ेअ				

पाठश्श्कालांशकी संख्याः? पाठकानामः-दीप से दीप जलाओ अवधारणा • साफ सफाई और सजावट से प्रेम उपअवधारणा • भारतीय संस्कृति से प्रेम स्वस्थ जीवन शैली	sense of world around through observation and logical thinking. पाठ्यक्रमलक्ष्य- C-7.2Observes and understands cause and effects relationships in nature by forming simple hypothesis and uses observations to explore कोषा:-आनंदमय	क्षरोंवालेफ़्लैशकार्डकाइस्तेमालकरेंगे। चलिचत्रद्वाराबच्चेकोपाठसमझाएंगे।		कला:-दिया और मोमबत्ती से संबंधित चित्र बनाएं। खेल:-बचे हुए बचे हुए दिए से छोटे-छोटे तराजू बनाएंगे। वैज्ञानिकस्वभाव:-नेपाल में दिवाली दिनों तक मनाई जाती है पहले दिन 5 काग तिहार दूसरे दिन कुकुर तिहार तीसरे दिन लक्ष्मी पूजा चौथे दिन नव वर्ष और पांचवे दिन भाई टिका मनाया जाता है। तकनीकीप्रौद्योगिकी:- https://youtu.be/mYJ5wy6hbWc	अंग्रेजीभाषा:- दीपावली की विशेषता बताते हुए गद्यांश लिखवाया जाएगा।गणित:- कला:-कंदील बनवाना।संगीत:- यूट्यूब लिंक- https://youtu.be/vhGsu898 QFA		परियोजनाआधारितज्ञान :- समस्याहल संकेतात्मक मूल्यांकन:- • कार्यपत्रक • मूल्यपरकप्रश्न • मौखिक और लिखित प्रश्न उत्तर सांकेतिकसंसाधन:-
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दिसंबर)23 दिन(अवधि ४ गुंजन पाठ 13, 14, 15, 16 व्याकरण वाक्यांश - ,के लिए एक शब्द पत्र ,वाक्य ,मुहावरे योजक , लेखन- अशुद्धि , शब्द कहानी , शोधन लेखन पाठसंख्या१३ कालांश की संख्या-४ पाठकानाम:पौधों का - जीवन अवधारणा:-	হানঞ্জির: CG-10 Children develop fluency in reading and writing in Language पाठ्यक्रमलक्ष्य- CG-6 Children develop a positive regards for the natural environment around them. C-6.1 Shows care for and joy in engaging with all life norms. কৌষা: अन्नमय CG-9. Children develop effective communication skills for day to dayinteractions in two languages. CG-10. Children develop fluency in reading and writing in language – 1.	CG10.7Reads and comprehends meaning of short news item instructions and recipes and publicity material. अधिगमकापरिणाम मूलरूप वृक्षारोपण करना सीखेंगे। मध्यम पेड़ पौधों के बारे में जानकारियां। विकसित: बच्चे वृक्षों के महत्व को समझेंगे। आसपास होने वाली गतिविधियों/ घटनाओं और विभिन्न स्थितियों में हुए अपने अनुभवों के बारे में बताते , बातचीत करते और प्रश्न पूछते हैं। विशेष आवश्यकता वाले बच्चे सहायक शिक्षण हिष्वाधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें। अवण बाधित छात्रों की सहायता: सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें। टिज्जल एड्स का प्रयोग करें। टिज्जल एड्स का प्रयोग करें। टिज्जल एड्स का प्रयोग करें। विजुअल एड्स का प्रयोग करें। विजु का लें का	नवाचार,महत्व सोच, वैज्ञानिक दृष्टिकोण	कला:-वृक्षों की उपयोगिता बताते हुए चित्र बनाएं। खेल:-बगीचे में खेलते हुए कोई पेड़ पौधे ना टूटे उसका ध्यानरखेंगे। वैज्ञानिकस्वभाव:-प्रकाश - संशलेषण की जानकारी। भारत के वैज्ञानिक जगदीश चंद्र बोस ने दुनिया को बताया कि पौधे भी हमारी तरह सांस लेते हैं सोते जागते हैं।उन्हें भी दर्द होता है अगर उन्हें काटा जाए तो मर भी सकते हैं।उन्होंने एक ऐसा यंत्र बनाया जो पौधों की वृद्धि को नापता है इस यंत्र का नाम क्रेस्को ग्राफ है। https://youtu.be/5pyRxOZQqH ohttps://youtu.be/UTZiHlee76 g तकनीकीप्रौद्योगिकी :- https://youtu.b/aN8yhLaYY MY	अंग्रेजीभाषा:-पौधों के विषय में पंक्तियां लिखें। 5 गणित:- कला:-सूखे पत्तों से छोटेछोटे - जानवर और फूल बनाना। संगीत:-	विद्यालय परिसर का प्रांगण कक्षाकार्यः शब्द ज्ञान, श्रुतलेख,मौखिक एवं लिखित प्रश्न उत्तर ,अनेक शब्दों के लिए एक शब्द। गृहकार्यः अनाज के छोटे छोटे पैकेट बनाओ चार्ट पेपर पर लगाकर उनके नाम लिखिए।	
जनवरी)21दिन(कहते हैं।	आनंदमयी कोश मनोमय कोश ज्ञान क्षेत्र: Language	मुहावरों की अब उनके विक्याय से मिन्न होता है मध्यम किसी विशेष अर्थ में रूढ़ हो जाता है। विकसित: मुहावरों के प्रयोग से भाषा में सौंदर्य एवं चुटीलापन आ जाता है।	कौशल विभिन्न उद्देश्यों के लिखते हुए अपने लेखन में शब्दों के	कला:-चिट्ठी डालने का लिफाफा बनवाया जाएगा। खेल:-	अग्रजाभाषा:-पत्र लखन गणित:-	कक्षाकार्यः शब्द ज्ञान, श्रुतलेख,मौखिक एवं लिखित प्रश्न उत्तर	परियोजनाआधारितज्ञान :-

विश्व पुस्तक मेला अवधारणा:- • किताबों का महत्व Under develop fluency in reading and writing in Language. • किताबों का महत्व Under develop fluency in reading and writing in Language. Under develop fluency in reading and writing in Language. C10.3-Recognise all the letters of the alphabets of the script and uses this knowledge to read and write words. • व्यवहारिक ज्ञान • मेले का आनंद	गृहकार्य :- ईमेल कैसे भेजते हैं ,पता लगाओ।	समस्याहल संकेतात्मक मूल्यांकन:-
पाठ कानाम : विश्व पुस्तक मेला अवधारणा:- • किताबों का महत्व С10.3-Recognise all the letters of the alphabets of the sin fin and write words. • यवहारिक ज्ञान • मेले का अानंद	ईमेल कैसे भेजते हैं ,पता	मूल्यांकन:-
विश्व पुस्तक मेला अवधारणा:- • किताबों का महत्व C10.3-Recognise all the letters of the alphabets of the script and uses this knowledge to read wiritq • मेले का अनंद • मेले का अनंद	ईमेल कैसे भेजते हैं ,पता	कार्यपत्रकमूल्यपरकप्रश्नमौखिक और लिखित प्रश्नउत्तर
विश्व पुस्तिक मेला develop fluency in reading and writing in Language. महत्त्व C10.3-Recognise all the letters of the alphabets of the script and uses this knowledge to read and write words. Alphabets of the stript and write words. Alphabets of the script and write word	, , , , , , , , , , , , , , , , , , , ,	मौखिक और लिखित प्रश्न उत्तर
अवधारणा:-जिंद्यांत and writing reading and writing in Language.जिंद्यांत को प्रयोगिता को समझेंगे।• किताबों का महत्वC10.3-Recognise all the letters of the alphabets of the alphabets of the script and uses this knowledge to read and write words.पजल खिलौने की उपयोगिता को समझेंगे।मध्यम• व्यवहारिक ज्ञान • मेले का आनंदअपना स्वरूप खोते जा रहे पत्र की जानकारी ग्रहण कर सकेंगे।अपना स्वरूप खोते जा रहे पत्र की जानकारी ग्रहण कर सकेंगे।	लगाओ।	लिखित प्रश्न उत्तर
• किताबों का महत्व C10.3-Recognise all the letters of the alphabets of the stript and uses this knowledge to read and write words. • किताबों का महत्व C10.3-Recognise all the letters of the alphabets of the script and uses this knowledge to read and write words. • मध्यम • मेले का आनंद • किताबों का Language. - प्रास्प - पजल खिलौने की उपयोगिता को समझेंगे। - पजल खिलौने की उपयोगिता को समझेंगे। - सध्यम - अपना स्वरूप खोते जा रहे पत्र की जानकारी ग्रहण कर सकेंगे। - विकसित:		उत्तर
महत्व उप अवधारणाएँ:- • व्यवहारिक इतान • मेले का आनंद		सांकेतिकसंसाध
alphabets of the script and uses this knowledge to read and write words. विकसित:		सांकेतिकसंसाध
 व्यवहारिक script and uses this knowledge to read and write words. भेले का आनंद अपना स्वरूप खोते जा रहे पत्र की जानकारी प्रहण कर सकेंगे। विकसित: 		
ज्ञान • मेले का आनंद knowledge to read and write words. विकसित:		
आनंद विकसित:		
The state of the s		
• 04616 4.11		
paragraph to मिर्ग की आनंद और उपहीर देनी बेच्च सीखे पाएंगे।		
understanding and		
व्याकरण experiences विशेष आवश्यकता वाले बच्चे सहायक शिक्षण		
पाठ-१०वाक्य कोषा- विज्ञानमय		
पाठ-१४रचनात्मक लेखन Language दृष्टिबाधित छात्रों की सहायताः		
(लेखन-पत्र) Language and Literacy (लेखन-पत्र) development Avelopment Avelopment Tanguage कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट क्रिया अध्याय के मुख्य बिंदुओं को निर्दिष्ट		
(लंखन-पत्र) development पाठ्यक्रमलक्ष्य- और बच्चे को अलग से भी सुनने दें। कृपया इसे		
अवधारणा:- सीखने में सहायक सामग्री के रूप में घर पर		
किसी भाव या विचार CG-9Children develop effective develop effective develop effective		
का पूरा तरह स		
व्यक्त करन के लिए skills for day to day		
interaction in two		
languages. सिकातक भाषा विशेषज्ञा के कुछ वाडिया ल निर्देश परिवार किया किया किया किया किया किया किया किया	कक्षाकार्य:	
oral instruction for a सहायता करने के लिए अपनी प्रस्तुतियों में	अपनी तर्कशक्ति से प्रश्नों	
फरवरी complex task and एम्बेंड करे। विजुअल एड्स का प्रयोग करे। कला:-सजीव निर्जीव चीजों के चित्र	के उत्तर कार्य पुस्तिका	
) <mark>22दिन(gives clear oral तरह -तरह की कहानियों बनाओ। गाणत:- । । । । । । । । । । । । । । । । । । </mark>	में लिखें।	
same to others.		परियोजनाआधारितज्ञान
कालांश की चिर्च अस (या) खेले जाने वाले खेल। चार्ट पेपर पर बनाएं।		:-
संख्याः२	गृहकार्य :-	समस्याहल
4/11/4/	वाक्य बनाना, शब्दकोश	संकेतात्मक

बढ़कर हर	म(२)	ज्ञानक्षेत्र: Language		प्रयोग करते हैं।	हमारी जीभ पर स्वाद कालिकाएं होते	dAg	प्रांगण	क्रम,	मूल्यांकन:-
		and Literacy			हैं। जिनकी सहायता से हम खाने का				• कार्यपत्रक
अवधारण	ก:-	development	C-9.3Converse fluently and can hold a		स्वाद लेते हैं जी बोलने में सहायक			सही गुणों का चयन	• मूल्यपरकप्रश्न
	क्षमताओं का ज्ञान	पाठ्यक्रमलक्ष्य-	meaning full conversation. अधिगमकापरिणाम		होती है ,साथ ही दांतों निकालकर दांतो की सफाई भी करती है ।शरीर				मौखिक और लिखित प्रश्न
उप अवध		CG-9Children develop effective communication skills for day to day interaction in two languages. C9.5-Understand oral instruction for a complex task and gives clear oral instructions for the same to others.	मूलरूप कविता का लय युक्त वचन मध्यम सजीव निर्जीव चीजों का ज्ञान। विकसित: बच्चे अपनी क्षमताओं को जानेंगे। विशेष आवश्यकता वाले बच्चे सहायक शिक्षण हिष्विधित छात्रों की सहायता: कृपया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें।शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें। अवण बाधित छात्रों की सहायता: सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में एम्बेड करें। विजुअल एड्स का प्रयोग करें।		दाता का सफाइ भा करता ह ।शरार के अन्य अंगों की तुलना में जीभ पर लगी चोट जल्दी ठीक हो जाती है।https://youtu.be/PkOshBFLy 6A तकनीकीप्रौद्योगिकी :- https://youtu.be/W0 K- g5sBeQ				लिखित प्रश्न उत्तर सांकेतिक

322दिन(पाठकानाम - पाठकानाम - पाठकमलक्ष्य- पाठकमलक्ष्य	फरवरी	पाठसंख्या - १६	ज्ञानक्षेत्र :Language	CG-10.4Reads stories and passages with	व्यावहारिक कौशल का	कला:-भारतीय पाँच महान वैज्ञानिकों	अंग्रेजीभाषा :-माइकल फैराडे	ए.वी कक्ष	कक्षाकार्यः	परियोजनाआधारितज्ञान
ucaserate - प्रतिक्रमान - प्र		कालांशोंकीसंख्या४						7.41 4/41	तः प्रात्तः। तः	
साइकलफेराडे अवधारणा)221Q*I(,	, , , ,			वर्ग आवना		शब्द ज्ञान,	
अवधारण			development	pauses and voice modulation.		खेल:-			2	समस्याहल
परिश्रम और विशेष (action plane) के प्रति के बारे में जानकारी की प्रति के प्रति के कार्य में जानकारी की प्रति के प्रति के बारे में जानकारी की प्रति के कार्य में जानकारी की प्रति के कार्य में जानकारी की प्रति के कार्य में जानकारी की प्रति के वार्त में जानकारी की प्रति के प्रति के वार्त में जानकारी की प्रति के प्रति के बारे में जानकारी के प्रति के बारे में जानकारी की प्रति के प्रति के बारे में जानकारी की प्रति के प्रति के बारे में जानकारी के प्रति के बारे में जानकारी की प्रति के बारे में जानकारी के बारे में जानकारी के बा		माइपर्यापराठ	पाठ्यक्रमलक्ष्य-	अधिगमकापरिणाम	पग । नरतर प्रयासा				श्रुतलेख, प्रत्यास्मरण	
e परिश्रम और वर्ष (reading and writing in Languages. - वेज्ञानिकरिक्षण - कमी हार ना मानना।		अवधारणा		2 2 2 2 2 2			गणित:-			
edig and writing in Languages. तेवानिकर्दिक्ष के प्रमान्ता के बारे में जानकारी। किर्मात विकत्ति से संबंधित सभी जानकारियां। किर्मात विकत्ति से संवधित सभी जानकारियां। किर्मात विकति स्वच के बारे में जानकारी। किर्मात विकत्ति से संवधित सभी जानकारियां। किर्मात विकत्ति से संवधित सभी जानकारियां। किर्मात विकति स्वच के बारे में जानकारियां। किर्मात विकति स्वच संवचित सभी जानकारियां। किर्मात विकति संवचित सभी जानकारियां। किर्मात विकति समि किर्मात स्वच संवचित सभी जानकारियां। किर्मात विकति समि किर्मात स्वच संवचित सभी जानकारियां। किर्मात विकति समि किर्मात विकति समि कार्य स्वचवित सभी जानकारियं। किर्मात विकति समि किर्मात स्वच से स्वचित सभी जानकारियं। किर्मात विकति समि किर्मात स्वच से स्वचक्य सम्वच स्वचच स्वचच स्वच्य समि सम्वचित सभी जानकारियं। किर्मात विकति समि किर्मात स्वचित				मूलरूप: माइकल फैरार्ड के बारे में जानकारी		वैज्ञानिक स्वभावः	गटान गणित्व अर्थाट थैउ		अभिव्यक्ति	संकेताताकात्रात्रांकतः
• काय उपअवधारणा - वैज्ञानिकरिक्त विका - वैज्ञानिकरिक्त विका - विज्ञानिकरिक्त - विज्ञानिकर्न - विज्ञानिकरिक्त - विज्ञानिकरिक्त - विज्ञानिकरिक्त - विज्ञानिकरिक्त - वि			develop fluency in			·			गटकार्ग .	सकतात्मकमूल्पाकन:-
• प्रमान । विज्ञान संविद्ध समी जानकारिया। • विज्ञानिकरिक्त प्रमान । विज्ञानिकरिक प्रमान । विज्ञानिकरिक । प्रमान करते हैं सब के बारे में जानकारी प्रमान करते हैं सब के बारे में प्रमान करते हैं सब के बारे में जानकारी प्रमान करते हैं सब के बारे में जानकारी प्रमान करते हैं सब के बारे में जानकारी प्रमान करते हैं सब के बारे में प्रमान करते हैं सब के बारे में जानकार प्रमान करते है		धैर्य	reading and				रामागुजन के बार में जानकारा।		गृहसगय	• कार्यपत्रक
• वैज्ञानिकदृष्टिको पा • कमी हार ना मानना। बाकरण पाठ-९ योजक शब्द पाठ-२२ अशुद्धि शोधन पाठ-११ अशुद्धि शोधन पाठ-१४ स्वानाक लेखन संवाद लेखन), कहानी लेखन(अस्म अवस्थकता वाले बच्चे सहायता क्रमा प्रिकार्ट करने के लिए बढ़े फॉन्ट वाले पलेश मान करने के लिए बढ़े पले ने सहायत करने के लिए बढ़े के कि सहायत करा। लिए करने का करने के सहायत करने		उपअवधारणा	writing in	मध्यम:-बिजली से संबंधित सभी जानकारियां।		<u>w</u>			(क)समान तुक वाले	 मृत्यपरकप्रश्न
विज्ञानिकदृष्टिको ण • कभी हार ना मानना। ब्याकरण पाठ-९ योजक शब्द पाठ-१२ अणुद्धि योधम पाठ-१४ प्रचानक लेखन् संवाद लेखन), कहानी लेखन(क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (क्रिक्त (Languages.						` '	Ø
विजली का बल्ब,ट्यूबलाइट पंखे, प्रेस आदि कैसे काम करते हैं सब के बारे में जानकारी प्राप्त कर संकेंग। व्याकरण पाठ-१ योजक शब्द पाठ-१२ अशुद्धि शोधन पाठ-१४ अशुद्धि शोधन पाठ-१४ निमान के लेखन संवाद लेखना, कहानी लेखन(को वार्ष के प्रकार के लिए अपनी अपनी आवाज में पर पर भूजी शब्द के में सहायता करने के लिए अपनी प्रत्नी के भाषा विशेषज्ञों के कुछ वीदियों लें और बच्चे को बाकी कथा। स्वीदियों में सहायता करने के लिए अपनी प्रत्नीतियों में सहायता करने कि ल		•		विकसित:			कला:		_	संकेतात्मक संसाधन:-
• कभी हार ना मानना। • कभी कम कभी हार ना मानना। • कभी कम कभी हो सहायता: • कभी हार ना मानना। • कभी कम कभी हो से सहायत। • कम कभी हो से सहायत। • कम कभी कम कभी हो से सहायत। • कम कभी हो से सहायत। • कम कम कभी हो से सहायत। • कम		वैज्ञानिकदृष्टिको		विज्ञानी का बन्न कावनाटर मंत्रे मेग आरि					(ख) प्रश्नउत्तरयादकरें ।	With the state of
through observation and logical thinking व्याकरण पाठ-१ योजक शब्द पाठ-१२ अशुद्धि शोधन पाठ-१४ रचनासक लेखन संवाद लेखन), कहानी लेखन(क्षेत्रा विस्ता संविद्ध के स्वाद करने के लिए अपनी प्रस्तीवर्ग में सहायका: क्षेत्र व्याकरिण पाठ-१४ रचनासक लेखन संवाद लेखन), कहानी लेखन(क्षेत्र व्याकरिण पाठ-१४ रचनासक लेखन संवाद लेखन), कहानी लेखन के अपनी का प्रमुक्त के सहायक सामग्री के रूप में घर पर भेजी शब्दों को पढ़ने में बच्चे की अतरा के भी सहायक सामग्री के रूप में घर पर भेजी शब्दों को पढ़ने में बच्चे की महायक सामग्री के रूप में घर पर भेजी शब्दों को पढ़ने में बच्चे की अतरा के अपनी के सहायक सामग्री के स्वाद करने के लिए अपनी महायक सामग्री के सहायक सामग्री के स्वाद करने के लिए अपनी महायक सामग्री के सहायक सामग्री के सहायक सामग्री के स्वाद करने के लिए अपनी महायक सामग्री के सहायक सामग्री के सहायक सामग्री के सहायक सामग्री के स्वाद करने के लिए अपनी महायक सामग्री के सहायक सामग्री के सहायक सामग्री के सहायक सामग्री के स्वाद करने के लिए अपनी महायक सामग्री के सहायक सामग्र										
पाठ-१२ अशुद्धि शोधन पाठ-१२ अशुद्धि शोधन पाठ-१२ अशुद्धि शोधन पाठ-१४ अशुद्धि शोधन विखन(क्षेष्ठ अपनिष्ठ को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजी शब्दों को पढ़ने में बब्ब केमारद करने के लिए बड़े फॉन्ट वाले फ्लैश काई के कुछ वीडियों लें और बच्चे को अलग से भी सुनने दें। केश किया है अर्थ अर्थ अया अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजी शब्दों को पढ़ने में बच्च केमारद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें। अर्थ अया बाधित छात्रों की सहायतः करें। अर्थ अवर्थ वाधित छात्रों की सहायतः करें। अर्थ बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल केरें। अर्थ बच्चे को अलग के साथ सीखने में सहायाक करों के लिए अपनी प्रस्तुवियों में		• कभी हार ना					संगीत:-युट्युब लिंक-			
observation and logical thinking व्याकरण पाठ-१२ थोजक शब्द पाठ-१२ अशुद्धि शोधन पाठ-१२ अशुद्धि शोधन पाठ-१४ रचनात्मक लेखन संवाद लेखन), कहानी लेखन(क्रिक्षण पाठ-१४ रचनात्मक लेखन संवाद लेखन), कहानी लेखन(क्रिक्षण विशेष आवश्यकता वाले बच्चे सहायक शिक्षण (7.2 Observes and understands cause and effect relationship in nature by forming simple hypothesis and uses observations to explain their hypothesis. अवण बाधित छात्रों की सहायता: कृपण अध्याय के मुख्य बिंदुओं को निर्दिष्ट कृपया अध्याय के मुख्य बिंदुओं को पहने में बच्चे को अत्याद करने के लिए बढ़े फॉन्ट वाले फ्लेश कार्ड का इस्तेमाल करें। अवण बाधित छात्रों की सहायता: सांकितिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाको कक्षा के साथ पीछने में सहायता करने के लिए अपनी प्रस्तुतियों में		मानना।		प्राप्त कर सकरा।		तकनीकीप्रौद्योगिकी :-	K K			
logical thinking पाठ-१ योजक शब्द पाठ-१२ अशुद्धि शोधन विखन(पाठ-१२ अशुद्धि शोधन पाठ-१२ पाठको अपनी आवाज में रिकॉर्ड करें और बच्चे को अलग से भी सुनने दें। कृपया इसे सीखने में सहायक सामग्री के रूप में घर पर भेजें। शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें। अवण बाधित छात्रों की सहायता: क्रम्पा अध्याय के मुख्य बिंदुओं को निर्दिष्ट करते हुए पाठ को अलग से भी सुनने दें। कृपया इसे भीखने में सहायक सामग्री के रूप में घर पर भेजें। शब्दों को पढ़ने में बच्चे कीमदद करने के लिए बड़े फॉन्ट वाले फ्लैश कार्ड का इस्तेमाल करें। अवण बाधित छात्रों की सहायता: सांकेंतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में				विशेष आवश्यकता वाले बच्चे सहायक						
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understands cause and effect relationship in nature by forming simple hypothesis and uses observations to explain their hypothesis. The control of the con		व्याकरण	C7.2 Observes and			<u>W8</u>				
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लेखन(संवाद लेखन),कहानी		भेजे।शब्दी की पढ़ने में बच्चे कीमदद करने के						
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सांकेतिक भाषा विशेषज्ञों के कुछ वीडियो लें और बच्चे को बाकी कक्षा के साथ सीखने में सहायता करने के लिए अपनी प्रस्तुतियों में				्या स्थापन स्थानें सी सम्यापन						
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सहायता करने के लिए अपनी प्रस्तुतियों में				भीय बन्ने को बाकी कथा के गांध गीवने में						
कोषा:विज्ञानमय- एम्बेड करें। विजुअल एड्स का प्रयोग करें।				महाराता करने के लिए अपनी प्रस्तितरों में						
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			कोषा:विज्ञानमय-	एम्बेड करें। तिजअल एड्स का प्रयोग करें।						
				7 10 11 11 13 11 1 7 11 1 17 11						

APS Syllabus Bifurcation Overview

Academic Session 2023-24

Class:...III...... Subject: Maths

	rm I consist of 100 marks		m II onsist of 100 marks
Periodic Test I- July (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	Half- Yearly Exam- September (50% syllabus- MM 80) (Weightage in Report Card- 80 marks)	Periodic Test II- December (30% syllabus- MM 40) (Weightage in Report Card- 10 marks)	Annual Exam- March (Syllabus will have 10% of Term I and entire syllabus of Term II) (Weightage in Report Card- 80 marks)
Apr-Unit 1- Number and Numeration	Aug- Unit 5 Multiplication	Oct-Unit 8 Measurements	Dec-Unit 10 Time
	Unit 6 Division		
May-Unit 3 Addition			
	Sep-Unit 7 Fractions	Nov-Unit 9 Geometrical Shapes	Jan-Unit 11 Money
July-Unit 2 Roman Numerals			Unit 12 Symmetry and Patterns
			Feb- Unit 13 Data Handling
Unit 4 Subtraction	 Note Book Submission MM 25 (Weightage 5 Marks) Subject Enrichment Activity MM 25 (Weightage 5 Marks) 		 Note Book Submission MM 25 (Weightage 5 Marks) Subject Enrichment Activity MM 25 (Weightage 5 Marks)
REPORT CARD WILL CONSIS	ST OF 100 MARKS	REPORT CARD WILL O	CONSIST OF 100 MARKS

Evaluation	% syllabus	Maximum marks	Weightage	Evaluation	% syllabus	Maximum marks	Weightage
Periodic Test I- July	30%	40 marks	10 marks	Periodic Test II- December	30%	40 marks	10 marks
Note Book Submission		25 marks	5 marks	Note Book Submission		25 marks	5 marks
Subject Enrichment Activity		25 marks	5 marks	Subject Enrichment Activity		25 marks	5 marks
Half Yearly - September	50%	80 marks	80 marks	Annual Exam - March	10% syllabus of Term I and entire syllabus of Term II	80 marks	80 marks

Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter- disciplinar y integratio n	Peri ods	Learnin g Space	Assignments	Suggestive Pedagogies
April	UNIT - 1	Domain:	Competency	Develop concept and	C's	Arts:- Represent	Language		Classro	Class	Project -
	Name:- Number and	Cognitive Development	C-8.2 Identifies and	communication	Communication	numbers in Abacus.	English:-		om	assignments	based
PT 1	Numeration		extends simple	amongst children	Critical		Reading		Maths	*Write the	learning
	CONCEPT: Forming 4-		patterns in their	through play activities	Thinking	Sports:-Starting	the		Lab	place	Design
	Digit Numbers and	Curricular Goal:-	surroundings and	and real life examples.		race	numbers		Playgro	value of the	Tambola
	writing their Number	CG-7 Children make sense of	numbers.	Activity : A dice will be		at level 1000 and	written		und.	circled	game with
	Names	the world around through	C-8.12 Develops	thrown 3 times , the	Life skills:	crossing successive	on			digits.	4-digit
		observation and logical	adequate and	digits will be written	*Basic	levels.	blackboar			* Write the	numbers.
	Sub-Concept:	thinking.	appropriate	together to form 3 digit	knowledge		d.			expanded	
	* Place Value and Face	CG-8 Children develop	vocabulary for	number. The child can	of Numbers.	Scientific temper:-				form	Problem
	Value	mathematical understanding	comprehending and	be encouraged to	*Understanding	Comparison of	EVS: Using			of the given	solving
	* Expanded form and	and abilities to recognize the	expressing concepts	Make all 3 digit	relationship of	different numbers,	the			numbers.	
	short form	world through	and procedures	numbers	the numbers.	Number Tambola	knowledg			* Writing	Suggestive
	* Successor and	quantities.(Numbers)	related	Find the greatest			е			Number	resources/A
	Predecessor	Kosha -	to	number		Technology:- Use of	of			Names.	ctivities

	* Comparison of numbers * Formation of greatest and smallest 4- digit numbers * Skip Counting * Rounding off numbers	*Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. *Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture.	quantities.(Numbers) Learning Outcomes:- Basic: Read and write numbers up to 9999. Medium: Count large number of objects from their surroundings by making groups of 100,10 and ones. Advance: Compare numbers up to 9999 for their value bassed on their place value.	Find the smallest number		PPT and video links.	numbers in daily life situations. Art:- Showing 4-Digit Numbers on Abacus. Music:- Number Song			* Arrange numbers in ascending and descending order. Home assignments * Guess the number based on hints given. *Insert >,< or = sign. * Observe the pattern and complete the blanks. *Match the number to its name.	*Write the year of your brother's , sister's birth, current year Write the number names of these years and arrange them in ascending order.
Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter- disciplinar y integratio n	Peri ods	Learnin g Space	Assignments	Suggestive Pedagogies
July PT-1	Unit - 2 Lesson Number - 2 Lesson Name - Roman Numerals Sub Concept: *Roman Numerals Identification * Rules for writing numerals *Use of Roman	Domain: Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to	Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning LearningOutcomes:- Basic (CG7) Identify roman numerals upto	Develop concept and communication amongst children through play activities and real life examples. Activity- Basic (1-10) Roman Numerals will be made using wool followed by bigger numbers.	C's Communication Critical thinking Life skills Problem solving Quantitative reasoning	Arts:- Drawing of a clock with Roman numerals on it Sports:- Arrange the pre numberd balls (numbers in roman numerals) in ascending order Scientific temper:- Explaining the	Language English:- Read out or learn a paragraph on roman history EVS- Write important dates		Classro om Maths lab Surrou ndings	Class assignments Book exercises Home assignments Write in roman numerals	Project - based learning Problem solving Suggestive Assessment :- Quiz, google

	*Addition of Roman Numerals upto 10	recognize the world through quantities. (Numbers) Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,or experience of transcendence is best addressed for this age group through art and culture.	Medium (CG7) Usage of roman numerals Advance (CG8)Addition of Roman numerals"			students about the importance of knowledge of the roman numerals Encouraging them to think why we do not use roman numerals in every Technology:- Make a PPT of 5-7 slides about your writing Roman Numerals for numbers of your choice.	pertaining to freedom movemen t in Roman numerals Art:- Use colourful strips to write roman numerals from 1 to 10 Music:- Nil			a) A century and 20 more can be written in Roman as b) Your age c) I am thrice of 5	form, worksheet Suggestive resources/A ctivities Liveworksh eets.com Games on wordwall.n et
Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter- disciplinar y integratio n	Peri ods	Learnin g Space	Assignments	Suggestive Pedagogies
May PT - 1	Unit- 3 Name:- Addition CONCEPT:- Addition of 4 digit numbers(with and without regrouping) Sub Concepts: *Addition by breaking the numbers *Adding 4 digit numbers(without regrouping) * Addition with 1000,2000,9000	Domain: Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities.(Numbers)	Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning C-8.6 Performs addition of 4-digit numbers fluently using flexible strategies of composition and decomposition Learning Outcomes:-	Develop concept and communication amongst children through play activities and real life examples Activity: Count number of students in all the sections of class III in your school and add them.	C's: Creativity, Communication, Critical thinking, Collaboration Life skills: Problem solving	Arts:- Add the given numbers and colour the given shape using colour code Sports:- Addition using skipping Scientific temper:- Observing and adding the things seen in the surroundings	Language English:- Framing word problems EVS:Add the 4 digit vehicle numbers of two neighbour s.		Classro om Maths Lab	Class assignments: Book Excercises Home assignments: Worksheet based on missing numbers	Project - based learning Problem solving Suggestive Assessment :- Worksheets Quizzes Multiple Choice

	* Finding the missi digits *Adding 4 digit numbers(with regrouping) *Addition of more two numbers *Addition Facts *Word Problems *Estimating the su *Framing Word Problems	e than	Kosha - *Vijnanamaya kosl emphasized to eng meaningfully with the cognitive conscious aspects of experience." *Anandmayakosha experience of trans is best addressed fi group through art a culture.	and If of human If	Basic :Add the g numbers Medium -Able t solve the proble related to addit Advance:Frame addition stories based on daily I situations	ems ion the					Technology:-N a PPT of 5-7 sli about addition facts	ides	Art:- Draw abacus and add the given numbers Music:- Song related to addition		Questions Suggestive resources/A ctivities: Liveworksh eets Games on wordwall
Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Goals	in & Curricular (mapping with dational stage)	Competency & Learning Outcome	CWSN	21st Co skills	entury	Integratio n	Inter- disciplinar Y integration	Learning Space	Assignme nts		estive gogies		
July Half Yearly	Unit- 4 Name:- Subtraction CONCEPT:- Subtraction of 4 digit numbers(wit h and without borrowing) Sub conept:- *Subtraction of 4 digit numbers. *Properties of subtraction *Word problems	Devel Devel Learn Curric CG-7 (sense aroun obser thinki CG-8 (mathe under abiliti recog throu	Children develop ematical rstanding and ies to nize the world	Competency C-7.3 Uses appropriate tools and technology in daily life situations and for learning C-8.6 Performs subtraction of 4-digit numbers fluently using flexible strategies of composition and	concept and communic ation amongst children through play activities and real life examples	on, Cri thinkir	nunicati itical ng, coration iills: em g,	Arts:- Subtract the given numbers and colour the given shape using colour code. Sports:- Subtractio n using skipping. Scientific temper:- Observing	Language English:- Framing word problems EVS:Solve daily life problems Art:- Draw abacus and subtract the given numbers, Number bonds	Classroo m Maths Lab	Class assignme nts: Book Excercises Home assignme nts: Workshee t based on missing numbers	Prol Sugg Asses Work Quizz Choid Sugg resou ies: Livev	blem solving estive ssment :- ksheets zes Multiple te Questions estive urces/Activit worksheets es on		

	*Frami	ng	Kosha -		decom	positi			and		Music:-						
	word		*Vijnanamaya k		on				subtrac	tin	Poem						
	probler	ns	emphasized to		•				g the		related	to					
	l product		meaningfully	0 0	Learnir	ng			numbe	rs	subtrac						
			with the cogniti		Outcor	_			seen in		n						
			conscious aspec						the								
			human experier		Basic				surrour	ndi							
			*Anandmayako		:Subtra	act the			ngs.								
			experience of		given												
			transcendence i	s best	numbe	ers.			Techno	log							
			addressed for tl	nis age					y: Make	e a							
			group through a	rt and	Mediu	ım -			PPT of	5-7							
			culture.		Able to	o solve			slides								
					the				about								
					proble				subtrac	ctio							
					related	d to			n facts								
					subtra	ction.											
					Advan												
					me the												
					subtra												
						based											
					on dail	-											
Month	UNIT/	Doma	ain & Curricular	Competen		CWSN		21st Centu	rv I	ntegr	ration I	nter-	Perio	ds I	Learning	g Assignme	Suggestive
	LESSON No		(mapping with	&	,			skills	•	- 0		lisciplina			Space	nts	Pedagogies
	:-		dational stage)	Learning							,	•			•		0 0
	Lesson		0.	Outcome								ntegratio					
	Name:-										r	1					
	Concept &																
	Sub concept																
August	Unit	Doma	ain: Cognitive	Competen	ıcy	Develop	concept and	C's	1	Arts:-	L	anguage			Classroc	Class	Learning by
	Number -5		lopment	C-8.7			<u>nication</u>	Creativity			_	nglish-:-			m	assignme	doing
Half	Name-		loping Positive	Recognise			t children	Communic	- 1	•	_	Reading			Mathem		
yearly	Multiplicatio	Learn	ing Habits	multiplica			play activity	learners ex		for lat		ınd			atics Lak		Problem
	n.			as repeate	ed	and rea	l life examples				'	ocabular			Playgrou		solving
			cular Goal:-	addition				properties		on.	١			י	nd.	problems	
	Concept -		Children make	C-8.13			: Children will					levelopm				related	Suggestive
	Multiplicatio		of the world	Formulate			led in equal	Collaborati		Sports		ent				to	Assessment/Act
	n as		nd through	and solve			and then	1:5: 1:0		Learni	-					multiplic	ivities :-
	repeated		vation and	simple			out total	Life skills -		-		VS :-				ation.	1.Worksheet
	addition	_	ll thinking.	mathemat			of students	Decision m	-		_	Multiplica					2 Multiple
		CG-8	Children	problems		using re	peated	Self aware	iess r	repea	tea t	ion is the					2. Multiple-

				1.11.1	1				l		
	Sub Concepts - *Multiplicati on of 2,3&4 digit number by 1digit number *Multiplicati on of 2&3 digit number by 2 digit number *Word Problems *Lattice multiplicatio n .	develop mathematical understanding and abilities to recognize the world through quantities. Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,o r experience of transcendence is best addressed for this age group through art and culture.	related to the basic concept of multiplication . Learning Outcome Basic: Revise basic terms and rules related to multiplication . Medium: Read, identifies and solve the problems given in the book using gained knowledge. Advance: Frame and solve word problems related to multiplication	addition and multiplication as well. CWSN ASSISTIVE LEARNING: https://youtu.be/BZ41 Fh2MEVw	Problem solving.	addition using balls. Scientific temper:- Framing word problems related to multiplicati on. Technolog y:- Solving online worksheet s related to multiplicati on.	basic operation used to find distance if speed and time is given. Art:- Drawing square grids for doing lattice multiplica tion Music:- Learning tables 2 to 10 in rhythmic way.			Home assignme nts: Framing word problems related to multiplic ation.	choice questions 3. Lower order thunking skills questions 4. HOTS questions Suggestive Resources/Activ ities liveworksheets. com
Month	UNIT/ LESSON:- Number- Lesson No Name:- CONCEPT:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	CWSN	21st Century skills	Integration	Inter- disciplinar y integratio n	Periods	Learning Space	Assignme nts	Suggestive Pedagogies
August Half Yearly	Unit Number -6 Unit Name- Division Concept -	Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:-	Competency C-8.7 Recognises division as equal sharing and repeated	Develop concept and communication amongst children through play activities and real life	C's Creativity Critical Thinking, Collaboration. Life skills: Decision making	Arts:- To find the division facts using 10by 10 multiplicati	Language English-:- Reading and understan ding the	9	Classroo m Mathem atics Lab	Class assignme nts: Discussio n of problems	Project based learning (Discussing real life problems) Keeping a specified

Division as	CG-7 Children make	subtraction	examples.	Problem Solving.	on grid.	theme of	related	number of
repeated	sense of the world	Learning	Activity : Few		Use of	Unity in	to	chocolates in a
subtraction/	around through	Outcomes	eatables / stationery		Paper	Strength	division	carton
equal	observation and	Basic:	•		folding	and the	given in	and dividing
sharing	logical thinking.	Understands	items such as toffees		activities,	implicatio	the book.	them equally
	CG-8 Children	meaning of	/ scale etc will be		Tangram	ns of	Home	among the
Sub	develop	division and	displayed on a table.		activities,	division (assignme	students
Concepts	mathematical	terms	The child will be		Cake	eg the	nts:	present
*Meaning of	understanding and	associated	asked to start		slicing	story of a	Framing	in the class.
Division and	abilities to	with division.	dividing the items		activities,	bundle of	word	How many
terms	recognize the world	Medium:	equally among two		to	sticks)	problems	does each get?
associated	through quantities.	Experience	children.		emphasize	,	related	Problem
with division	Kosha -	equal sharing	*Youtube video,		the	EVS- To	to	solving
*Dividing	*Vijnanamaya kosha,	and grouping	explaining the		concept of	share	division	Suggestive
2&3 three	is emphasized to	and			Division.	food	and	Assessment :-
digit	engage meaningfully	connecting	concept of division			items like	solving	
numbers by	with the cognitive	them	through animation,		Sports:-	cake,pizza	online	1.Worksheets
1 digit	and conscious	mathematicall	taking real life		Using balls	etc.,	workshee	
number	aspects of human	y in their	examples.		(or	equally	ts	2. Multiple-
(with and	experience."	own context.	https://youtu.be/wb		members	among	available.	choice
without	*Anandmayakosha,o	For example,	kHv9zcGhI		in a team)	friends,	Printed	questions
remainder)	r experience of	sharing of			to explain	family	workshee	•
*Dividing	transcendence is best	equal			the	•	ts, having	3. Lower order
2&3digit	addressed for this	number of			concept of	Art:-To	easy,	thinking skills
numbers by	age group through	sweets among			division as	find the	medium	questions
1 digit	art and culture.	children.			repeated	division	and	For example:
number by		Advance:			subtractio	facts	complex	Draw 10
regrouping.		Solve real life			n.	using 10	problems	cherries. Make
*Division by		problems				by 10	of	groups(by
10.		using division			Scientific	multiplica	Division.	drawing circles)
*Word		facts like how			temper:-	tion grid. (to divide these
problems		to handle			Relationshi	Colouring		equally among 5
*Framing		money,how			p between	as per a		children.
word		to get equal			multiplicati	division		4.HOTS
problems		share etc.,			on and	pattern to		questions
					division,	get		Suggestive
					Finding out	different		resources/Activi
					division	patterns		ties
					facts from	in the		Live
					given	grid)		worksheets.com
					multiplicati			
					on facts.	Music:-		
					Discussing	Learning		
					various	multiplica		

Month	UNIT/ LESSON:- Number- Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	CWSN	21st Century skills	real life situations and identifying which out of the two, Multiplicat ion/ Division would be used. Technolog y:-PPT, Video links. Integration	tion tables from 2 to 10 in rhythmic way. (Dividing a song into different segments and singing in a collaborat ive manner) Inter- disciplinar y integratio n	Periods	Learning Space	Assignme nts	Suggestive Pedagogies
Septe mber Half Yearly	UNIT/ LESSON:- Number- Unit No 7 Name:- Fractions Concept: Fractions Sub Concepts: *Shading of Fractions *Making a fraction *Parts of a collection *Like and	Domain: 2.4.3 Cognitive Development Curricular Goal:- CG-7 Children make sense of the world around through observation and logical thinking. CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities. Kosha -	Competency: C-7.2 Observes and understands different categories of objects and relationships between them. Observes and understands cause and effect relationships in natureby forming	Develop concept and communication amongst children through play activities and real life examples . Activity: Make a bird using fractions of different shapes (Circle - 2parts, Square- 4 parts etc)	C's: Collaboration Critical thinking Life skills: Analytical thinking Problem solving Creative Thinking	Arts:- Showing Equivalent Fractions using figures such as rectangles Sports:- Kaboom game To explain the concept of equivalent fraction	Language English:- Communi cating a given fraction using a complete sentence, 1/4,one part out of 4 equal parts EVS- Dividing a		Classroo m Maths Lab	Class assignme nts: Book exercises Home assignme nts: Make a fraction wheel	Project -based learning : Model of fraction Problem solving Suggestive Assessment :- Worksheet Suggestive resources/Activi ties : Liveworksheets.
	*Like and Unlike fraction *Equivalent Fractions	Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious	forming simple hypothesis and uses obsevations to explain			Scientific temper:- The students	pizza equally among family members.				com Games on wordwall

	*Compariso	aspects of human	their			will	Art:-				
	n of	experience."	hypothesis.			observe	Shade the				
	Fractions	*Anandmayakosha,o	C-7.3 Uses			and	given				
	*Ascending	r experience of	appropriate			identify	fraction.				
	and	transcendence is best	tools and			fractions in					
	descending	addressed for this	technology in			nature.	Music: A				
	order	age group through	daily life				song				
		art and culture.	situations				related to				
			Learning			Technolog	fractions.				
			Outcomes:-			y:-PPT and	11466161151				
			Basic :			related					
			Understands			videos will					
			the basic			be shown.					
			format of the			be snown.					
			fraction (
			Numerator,								
			Denominator)								
			Medium :								
			Differentiate								
			between like								
			and unlike								
			fractions, find								
			equivalent								
			fraction and								
			compare the								
			given								
			fractions.								
			Advance: Use								
			the								
			knowledge of								
			fractions in								
			day to day life								
			and solve the								
			given								
			questions on								
Month:	UNIT/	Domain & Curricular	their own. Competency	CWSN	21st Century	Integration	Inter-	Periods	Learning	Assignme	Suggestive
WIOTILIT:	LESSON:-	Goals (mapping with	&	CVVSIN	skills	integration	disciplinar	renous	Space	nts	Pedagogies
			CX.		SKIIIS		-		Space	1165	reuagogies
	Number- 8	Foundational stage)	Loorning				y				
	Name:-		Learning				integratio				
	Measureme		Outcome				n				
	nts										

Octobe	No 8	Domain:	Competency -	Develop concept and	C's:	Arts:-	Language	Maths	Class	Project -based
r	Unit Name :	Cognitive	C-7.1	communication	Creativity	Draw two	English:-	Lab	assignme	learning
	Measureme	Development	Observes and	amongst children	Communication	objects	Reading	Classroo	nts:	
PT-2	nts	Developing Positive	understands	through play	Critical thinking	each	word	m,	Book	Problem solving
İ	CONCEPT:	Learning Habits	different	activities and real life	Collaboration	measured	problems	surroun	Exercises	_
	Measureme	Curricular Goal:-	categories of	examples Please ask		in		dings		Suggestive
	nt od	CG-7 Children make	objects and	the Special Educator	Life skills:	centimetre	EVS:-		Home	Assessment :
	Length,	sense of the world	relationships	by means of Story	Problem solving	, grams	Measure		assignme	Worksheet,
	Mass and	around through observation and	between them.	telling and use of		and millilitres	the height		nts:	Measure length
	Capacity Sub	logical thinking.	C-8.9	visuals		minitres	of family members		Estimate the	of your dining table and bed
	Concepts:-	CG-8 Children	Performs	Visuais		Sports:-	using		length of	table allu beu
	*Units of	develop	simple			Relay Race	Handspan		different	Suggestive
	Length	mathematical	measurement			to be	rianaspan		objects	Resources
	*Conversion	understanding and	s of length,			organised	Art:- Draw		using non	/Activities
	s of units of	abilities to	weight and			for the	and		standard	Liveworksheets
	Length	recognize the world	volume of			concept of	colour the		units	Measuring
	*Addition,	through quantities.	objects in			length	objects			Activities ,
İ	Subtraction,	Kosha -	their				measured			Byju's videos
	Multiplicatio	*Vijnanamaya kosha,	immediate			Scientific	in			available on
	n and	is emphasized to	environment.			temper:-	cm,grams			YouTube ▶
	Division of	engage meaningfully				Estimating	and ml			
	units of	with the cognitive	Learning			the				
	Length	and conscious	Outcomes:-			measurem	Music:			
	*Word	aspects of human	D (007)			ents,	Composin			
	Problems based on	experience."	Basic:(CG7) Identifies			weighing different	g and			
	four basic	*Anandmayakosha,o r experience of	units of			objects in	singing a poem on			
	operations	transcendence is best	length, mass			math lab	Measure			
	of units of	addressed for this	and capacity.			atii lab	ment			
	length	age group through	and capacity.			Technolog				
	*Units of	art and culture.	Medium:			y:-Make				
	Weight		(CG8) Add,			PPT on				
	*Conversion		subtract,			Non				
	s of units of		multiply and			Standard				
	Weight		divide units of			Units of				
	*Addition,		length, mass			Measurem				
	Subtraction,		and capacity.			ent,				

Month:	Multiplicatio n and Division of units of Weight *Word Problems based on four basic operations of units of Weight *Units of Capacity *Conversion s of units of Capacity *Addition, Subtraction, Multiplicatio n and Division of units of Capacity *Word Problems based on four basic operations of units of Capacity UNIT/ LESSON:- Number- Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Advance: (CG8) Solves word problems based on units of length, mass and capacity. Competency & Learning	CWSN	21st Century skills	Activity to measure the length of maths lab with Standard and non standard methods of measurem ent	Inter- discipinar y integratio	Periods	Learning Space	Assignme nts	Suggestive Pedagogies
		D	Outcome				n		al.	al	Build I
Novem ber PT-2	Unit No 9 Unit Name: Geometrical Shapes *Plane shapes * Solid	Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal:-	Competency C 8.8 Recognises basic geometric shapes and their	Develop concept and communication amongst children through play activities and real life examples. Activity: The child	C's: Creativity Critical thinking Communication skills Life skills:	Arts:- Drawing of shapes with real objects Draw a joker using	Language - English:- Vocabular y developm ent,	6	Class- room Maths- lab Playgrou nd	Class assignme nts - *Discuss the objects having	Project -based learning Learning by doing Problem solving-

Shapes	CG-7 Children make	observable	will be asked to pick	Problem solving	different	reading		different	matching of	ı
* Tiling	sense of the world	properties	up specific coloured		shapes			shapes	shape with real	ı
* Tangrams	around through	C8.12	object around and			EVS:-		*To join	life objects.	ı
	observation and	Develops	tell its shape, use the		Sports:-	Find		the		1
Sub-	logical thinking.	adequate	tangram pieces to		Using	buildings		different		
Concepts	CG-8 Children	vocabulary for	make a design		shapes of	in your		tangram	Suggestive	
*2-	develop	comprehendi	illake a design		blocks	surroundi		pieces to	Assessment :-	ı
Dimensional	mathematical	ng concepts			available	ng which		make the	Class test,	
shapes	understanding and	and	HI		like cones,	have		animals	online quizzes	
*3-	abilities to	procedures	VI		rectangles,	different		such as		
Dimensional	recognize the world	related to	LD		balls and	shapes		goat,	Suggestive	ı
shapes	through quantities.	shapes.	Autism		make a			dog,	resources/	
* Edges,	Kosha -		Cerebral palsy		hurdle race	Art:-		camel	Activities :	
corners,	Vijnanamaya kosha,	Learning	Speech diability			Drawing		etc.	*Sorting the	
faces of	is emphasized to	Outcomes:-	,		Scientific	of a		Art	given objects	
shapes	engage meaningfully	* Basic: (CG7)			temper:	scenery		integrate	according to the	
*Compariso	with the cognitive	Determine			Helping	using		d activity	category of 2D /	
n of shapes	and conscious	about Line			students to	different			3D shapes.	
*Examples	aspects of human	segment, Ray,			develop	shapes		Home	* Use tangram	
of 2-D and	experience.	curved lines,			scientific	Use		assignme	pieces to make	
3-D shapes		Straight line			temper for	Mandala		nts-	a flower of your	
		etc			shapes by	art		*Make	choice.	
		Demonstrate			finding	Draw a		any one		
		and apply the			shapes in	joker		tiling		
		concepts with			their	using		pattern		
		daily life			surroundin	different		found in		
		situations			gs,	shapes		your		
		*			buildings,			surroundi		
		Medium:(CG7			objects.	Music:-		ngs.		
)Identify and				Poem		*Collect		
		differentiate			Technolog	based on		two		ı
		between 2D			y:-Make a	shapes		examples		ı
		and 3D			PPT of	will be		of each		ı
		shapes			shapes	recited.		cuboidal,		ı
		around						conical		ı
		themselves,						and		ı
		compare the						spherical		ı
		third						shapes.		ı
		dimension								ı
		added to								ı
		shapes								ı
		*Advance:								ı
		(CG 8)								ı
		Measure								

Month	UNIT/ LESSON:- Number- Name:-	Domain & Curricular Goals (mapping with Foundational stage)	different shapes usning standard and non standard measures Competency & Learning Outcome:	CWSN	21st Century skills	Integration	Inter- disciplinar y integratio n	Periods	Learning Space	Assignme nts	Suggestive Pedagogies
December	UNIT/ LESSON:- Number- 10 Name:- Time Concept: Telling Time Sub Concepts: *Minute hand and Hour hand * Telling Time to the correct 5 minutes * Reading Time to the next hour * Concept of 'to' and 'past' * am and pm * Time Conversions - Hours into minutes - Minutes into seconds	Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking. CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,o r experience of transcendence is best addressed for this	Competency: C-8.10 Performs simple measurement s of time in minutes, hours, day, weeks, and months C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals Learning Outcomes:- Basic: Use of vocabulary about Time and Calendar through discussion and story telling.	Explain the concept of Time with the use of real clock and taking real life situations. Activity: To show different times on the model of clock.	C's: Communication Collaboration Creative thinking Critical thinking Connectedness Life skills: * Problem solving * Analytical thinking * Time management	Arts:- Show beautifully the names of all the months in a year Use red colour for the months having 31 days Use blue colour for the months having 30 days Use brown colour for the month having 28/29 days. Sports:- Note the time taken to	Language English:- Reading Time and Calendar EVS- Planning day-to- day activities Art:- Colour the birth dates of your family members on calendar . Music: Poem on 'Time'	10	Classroo m Maths Lab Activity Room	Class assignme nts: Book Exercises Home assignme nts: Plan your day, mentioni ng time at which you will carry out all the activities.	Project -based learning: Make a model of the clock. Make calendar of your birthday month. Problem solving Suggestive Assessment:- Worksheet with all the concepts explained Suggestive resources/Activities: Quizzes Story telling

	Harris 1111		Non-diameter						l		
	Hours into	age group through	Medium : To			complete					
	seconds	art and culture.	read a clock			1m race					
	* Reading A		and calendar.			in					
	Calendar					minutes.					
	- The		Advance: *			Convert					
	Knuckle		Reads the			this time					
	Trick		time			in seconds					
	* Calendar		correctly to			and hours.					
	Conversions		the hour								
	-		using a								
	Months into		clock/watch.								
	Days		*			Scientific					
	-		Identifies a			temper:-					
	Weeks into		particular day			Make your					
	Days		and date on			study					
	- Days		a calendar.			time-table.					
	into Hours										
	* Time Line										
	Time Line										
						Technolog					
						v: Use of					
						,					
						ppt and					
						animation					
				0111011	24 . 2 .	videos.					
Month	UNIT/	Domain & Curricular	Competency	CWSN	21st Century	Integration	Inter-	Periods	Learning	Assignme	Suggestive
	LESSON:-	Goals (mapping with	&		skills		disciplinar		Space	nts	Pedagogies
	Number-	Foundational stage)					У				
	Name:-		Learning				integratio				
			Outcome:				n				
Jan	UNIT/	Domain:	Competency:	Explain the concept	C's:	Arts:-	Language		Maths	Class	Project -based
Annual	LESSON:-	Cognitive	C-7.1	of money with real	Collaboration	Trace coins	English:-		Lab	assignme	learning:
Exam	Number-	Development	Observes and	life situations.	Critical Thinking	and have	Make a		Surroun	nts:	Problem solving
	Name:-	•	understands	ine situations.		fun	conversati		dings	Book	
	Concept:	Curricular Goal	different				on about			exercises	Suggestive
	Sub	CG-7 Children make	categories of	Activity: A mini	Life skills :		purchasin				Assessment :-
	Concepts:	sense of the world	objects and	marketplace with	Problem Solving		g a toy			Home	Worksheet with
	Number- 11	around through	relationships	playmoney	Decision Making		from a			assignme	all the concepts
	Name:-	observation and	between		Creative	Sports:-	shop			nts:	explained
	Money	logical thinking	them.		thinking	Play mini	EVS-			Role play	explained
	•	CG-8 Children	C-8.2		umiking	1	_				Suggestive
	Concept:		Identifies and			bazaar	Discuss			shopkeep	Suggestive
	Importance	develop				with fake	the			er and	resources/Activi
	and usuage	mathematical	extends			play	importanc			customer	ties:

	nderstanding and	simple		money	e of		with your	Quizzes,
	pilities to recognize	patterns in			money		parents	<u>liveworksheet.c</u>
1 7	e world through	their						<u>om</u>
	uantities, shapes,	surroundings,			Art:-			
Sub Concept an	nd measures.	shapes, and		Scientific	Trace			
-		numbers.		temper:-	coins and			
* Ko	osha -			Understan	have fun			
Identificatio *V	/ijnanamaya kosha,	Learning		ding				
n of various is	emphasized to	Outcomes:-		money	Music:			
denominatio en	ngage meaningfully	Basic : (CG		operations	Sing 2			
ns wi	ith the cognitive	7)To be able		in daily life	songs			
* Adding up an	nd conscious	to identify		situations>	from			
given as	spects of human	various		Children	bollywoo			
denominatio ex	perience."	denomination		can do role	d having			
n in *A	Anandmayakosha,o	s of money		play or	the word			
rupees/coin r e	experience of	available in		scene of a	"paisa" in			
s tra	anscendence is best	the market		marketplac	it			
* Writing ad	dressed for this			e where				
given ag	ge group through	Medium :		one of				
	t and culture.	(CG8)To be		them is a				
figures		able to		shopkeepe				
* Writing		understand		r and				
given		and do basic		another				
amount in		operations on		one is a				
words		money		customer.				
*								
Conversion		Advance:						
of money		(CG8)To be						
* Addition		able to make						
and		bills and read		Technolog				
subtraction		data.		y: Make a				
of money				PPT to				
* Word				show coins				
problems				and				
* Making				denominat				
bills				ions used				
* Data				in earlier				
Interpretati				times				
on .								

Month	UNIT/ LESSON:- Number- Lesson No 12 Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	CWSN	21st Century skills	Integration	Inter- disciplinar y integratio n	Periods	Learning Space	Assignme nts	Suggestive Pedagogies
Jan Annual Exam	UNIT/ LESSON:- Number- 12 Name:- Symmetry and Patterns Concept: Importance and usuage of Symmetry and Patterns in day to day life. Sub Concept - * Line of symmetry * Symmetry in English Alphabets * Patterns in numbers. * Patterns in designs * Odd and even numbers * Rules with odd and even numbers.	Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures. Kosha - *Vijnanamaya kosha, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience." *Anandmayakosha,o rexperience of transcendence is best addressed for this age group through art and culture.	Competency: C-7.1 Observes and understands different categories of objects and relationships between them. C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers. Learning Outcomes:- Basic: To be able to identify symmetrical objects and patterns around in surroundings. Medium: Enlist symmetrical alphabets, numbers and complete the	Explain the concept of symmetry and patterns with real life situations. Activity: A sheet with a half drawn butterfly will be provided to the students, the child to draw the other half of butterfly on dotted line and colour as per their choice.	C's: Collaboration Critical Thinking Life skills: Problem Solving Decision Making Creative thinking	Arts:- Draw a flower, tree and smiley, draw a line of symmetry to divide in two parts. Sports:- The students to do skipping for odd and even number of times, and announce the highest scorer as the winner. Scientific temper:- The students to enlist the patterns seen in nature. Technolog y: The	Language English:- Speak on importanc e of symmetry , patterns in our lives and communic ate on the topic. EVS- Collecting and pasting leaves and petals with symmetry and also form a pattern out of it . Art:- Draw a tiling pattern in notebook and colour it .		Maths Lab Surroun dings	Class assignme nts: *Complet e the given pattern *Solve the book exercises. Home assignme nts: Take some easily available material such as buttons/ black gram/ Kidney beans etc. and start making pairs of it. Count the number of pairs and arrange in a	Project -based learning: Problem solving Suggestive Assessment: Worksheet with all the concepts explained Suggestive resources/Activities: Quizzes

			patterns in alphabets , numbers , designs. Advance: Solve the given problems on their own related to symmetry and patterns .			students to make pattern using shapes on desktop.				pattern on a sheet of paper.	
Month	UNIT/ LESSON:- Number- Lesson No Name:-	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome:	CWSN	21st Century skills	Integration	Inter- disciplinar y integratio n	Periods	Learning Space	Assignme nts	Suggestive Pedagogies
Feb Annual Exam	UNIT/ LESSON:- Number- 13 Name:- Data Handling Concept: Sub Concepts: * Scale (1 book= 5 books) * Pictograph * Bar Graph	Domain: Cognitive Development Developing Positive Learning Habits Curricular Goal CG-7 Children make sense of world around through observation and logical thinking CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures Kosha - * Vijnanamaya kosha, is emphasized to engage meaningfully with	Competency: C-7.1 Observes and understands different categories of objects and relationships between them C-8.1 Sorts objects into groups and sub-groups based on more than one property. Learning Outcomes:- Basic: To observe the pattern amongst the group of objects.	Develop concept and communication amongst children through play activities and real life examples. Activity: Ball Room Activity: Pick up Red(5) Green(2)and Yellow (3) balls . Keep them in separate baskets. Which colour balls are the maximum? Which colour balls are minimum? The total number of balls are:	C's: Collaboration Communication Life skills: Decision Making Problem Solving	Arts:- Draw a pictograph of liking of eatables (5 types) of your friends. Sports:- Different sports items such as bat , rings , skipping ropes ,basketball s to be kept. Related questions will be asked.	Language English:- A story to be formed on the given pictograp h data with a moral value. EVS- Age of family members will be shown on graph by taking a proper scale. Art:- Collect the		Maths Lab Surroun dings	Class assignme nts: Book exercises Home assignme nts: Write the names of your 10 friends. Write the number of times the vowels are appearin g in each name. Make a bar graph	Project -based learning: Problem solving Suggestive Assessment: Worksheet Suggestive resources/Activities: Mental Maths worksheet

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conscious aspects		temper:-	on of	number
human experience		Explaining	liking of	of vowels
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Class<u>: III</u> Subject: <u>EVS</u>

Report Card will co		Tern Report Card will co	
Periodic Test I- July	Half- Yearly Exam- September	Periodic Test II- December	Annual Exam- March
(30% syllabus- MM 40)	(50% syllabus- MM 80)	(30% syllabus- MM 40)	(Syllabus will have 10% of
(Weightage in Report Card- 10	(Weightage in Report Card- 80	(Weightage in Report Card- 10	Term I and entire syllabus of
marks)	marks)	marks)	Term II)

							in Report Card- 80 marks)
Apr- Lesson-1	My Family	Aug- Lesson	n-7 The Food We Eat	Oct-Lesson-9 The	e House we Live In	Dec-Lesson-13	Communication
Lesson-2 Plants	Around Us			Lesson-10 Our N	eighbourhood		
May-Lesson-3 I	Leaves in Our Live	es Sep-Lesson	-8 Cooking Food	Nov-Lesson-11 T	he Water we Drink	Jan- Lesson-14	Making Pots
Lesson-4Anima	ls Around Us			Lesson-12 Going	Places		
July-Lesson-5 Feather Frien						Feb- Lesson-15	Textiles
Lesson-6 The W	Vork Around Us						
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REPORT C	CARD WILL	CONSIST OF	100 MARKS	REPORT	CARD WILL	CONSIST OF	T 100 MARKS
Evaluation	% syllabus	Maximum marks	Weightage	Evaluation	% syllabus	Maximum marks	Weightage
Periodic Test I- July	30%	40 marks	10 marks	Periodic Test II- December	30%	40 marks	10 marks
Note Book Submission		25 marks	5 marks	Note Book Submission		25 marks	5 marks
Subject Enrichment		25 marks	5 marks	Subject Enrichment		25 marks	5 marks

Activity				Activity			
Half Yearly - September	50%	80 marks	80 marks	Annual Exam - March	10% syllabus of Term I and entire syllabus of Term II	80 marks	80 marks

Month	UNIT/ LESSON	Domain & Curricular Goals	Competency &		Interdisciplinary integration	•	Pedagogies (Suggestive)
		(mapping with	Learning Outcome	skills		· ·	
No of		Foundational stage)					
Period							

April 22- 25Days 8 to 9 periods	Lessonno.1 Name- My Family Concept: Family and Friends Sub-Concepts- Families and their types. Family members ,valuesand habits. Hereditary features. Old and physically challenged people.	Domain: Socio Emotional and Ethical Developmen t Curricular Goal: CG-4: Children develop emotional intelligence	PANCHKOSHAVIKAS: MANOMAYAKOSHA C4.1 Starts recognizing 'self' as an individual belonging to a family and community Learning Outcome: Basic: Expresses the concept of a family and can interrelate the diversity in family types. Can draw simple family tree. Medium: Exhibits values and habits appreciate qualities and skills of family members. Advance: Shows sensitivity for the elderly, differently abled and diverse family set ups in surroundings.	LifeSkills: Social skills Communication skill Flexibility	Arts: Identifying traditional art forms as a family tradition and culture in India. Sports: Exploring and playing games that family play together. Scientific temper: Exploring family believes and applying rational thinking. Technology: Analyze the hereditary traits of family members in physical appearance.	English: Change the gender of given relations Maths: Find the birth year of all the family members and calculate their age in years. Music: Play antakshari with family members.	Assembly area or activity room for role play	Classroom Activity: Making a Thank you card for grandparents. Home Assignment: Exploring from elders about extended family, narrating stories related to festivals. Flipped classroom: Giving notes to study at home for discussion in class	Project-based learning Problem solving Role-playing Suggestive Assessment:- Reading Worksheet Multiple-choice questions Lower order thinking skills questions HOTS questions
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Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
April 8 to 9 periods	Lesson2 Name: Plants Around Us Concept Plant Diversity Sub-Concepts: Types of plants around us. Uses of plants. New plants grown in India.	Cognitive Domain CG-7: Children make sense of world around through observation and logical thinking Domain: Socio- Emotional and Ethical Development Curricular Goal: CG6 Children develop a positive regard for the natural environment around them	PANSHKOSHAVIKAS: VIJNANAMAYAKOSH A C-7.1: Observes and understands different categories of objects and relationships between them MANOMAYA KOSHA C4.6 Shows kindness and helpfulness to others (including animals, plants)when they are in need. LearningOutcome: Basic: Identifies plants according to their size ,shape ,colour ,Aroma and where they grow. Medium: Gives examples for different types of plants. List uses of plants Advance: Grows plants, nurtures them and protects them.	LifeSkills Critical Thinking Social Skills Initiative	Arts: Draw an example of each type of plant. Scientific temper: Observation of different plants around ,compare and classification based on Simple characteristics of a plant. Technology: Take photos of plants around your home and write their names	English: Common Noun And Proper Noun under the category of plants Maths: Count the number of trees in your school. Music: Sing a song or Poem on plants in assembly	Assembly area classroom. School Campus-garden	Classroom Activity: Discussion onusesofplants. Home Assignment: Exploring new plants in the locality and collect their leaves Flipped classroom: Giving notes to study at home for discussion in class	Brainstormin g sessions Joyful learning Project-based learning Role-playing Suggestive Assessment :- 1.Reading2. Worksheet 3. Multiple-choice questions. 4. Lower order thinking skills questions. 5. HOTS question s (PI refer to Revised Bloom's Taxonomy)
Month No of	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)

Periods		stage)							
MAY (20 Days - 22 Days) 8 to 9 periods	Lesson-3 Name: Leaves in Our Lives Concept: Leaf Diversity and its Function s Sub- Concept s: • Parts and Function s of Leaves • Variety of Leaves Around Us • Uses of Leaves	Domain: Cognitive Domain CG-7: Children make sense of world around through observation and logical thinking Domain : Socio- Emotional and Ethical Development Curricular Goal: CG6 Children develop a positive regard for the natural environment around them	PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA C-7.1: Observes and understands different categories of objects and relationships between them C 6.1 Shows care for joy in engaging with all life forms. Learning Outcome: Basic: Represents the parts of leaves through a real example or diagram. Medium: Identifies plants according to the size, shape and colour of different leaves. Describes Photosynthesis and can tell things required for it. List uses of leaves Advance: Analyse the reasons as why some plants do not have green coloured leaves Shape of the leaf depends on topography (hills/ deserts etc.)	LifeSkills Social Skills Creative Initiative Critical Thinking	Arts: Make a bandhanwar using the Mango or Ashoka leaves. OR Shade the shapes of leaves to make greeting cards and book covers/ book marks Applying mehndi on the palms in different designs. Scientific temper: Experiment on Photosynthesis: Su nlight Is Necessary For Photosynthesis-Covering leaf with black paper partially Observation ,Collection of different leaves, smelling different plant leaves.	English: Opposites (eg Simple/ Compound, Rough/ Smooth} Maths: Make a pattern using leaf Music:	Assembly area for a role play or song on importance of plants. Classroom for quiz activity. Botanical garden for showing different types of plants	Classroom Activity: Draw the diagram to show photosynthesis. Analyze the given situations and tell what will happen if any required item for photosynthesis is missing. Discussion on uses of leaves. Home Assignment: Collect leaves of different shapes in sizes. paste them on colourful sheets Flipped classroom: Giving notes to study at home	Brainstormin g sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1.Reading2. Worksheet 6. Multiple- choice questions. 7. Lower order thinking skills questions. 8. HOTS question s (PI refer to Revised Bloom's Taxonomy)

Month	UNIT/	Domain &	Competency	21st	Integrating AWES	Interdisciplinary	Learning	Assignments(Suggestive)	Pedagogies
WOITE			e						
			8	Century	Initiatives		Space		(Suggestive)
			Learning Outcome	skills			(Suggestive)		
No of									
Periods									
MAY (20 Days - 22 Days) 8 to 9 periods	Lesson 4 Name: Animal Around Us Concept: Diversity inAnimal s : Small and Big Sub- Concept Different types of animals on the basis of the food they eat. Different types of animals accordin g to their shelter • Taking care of pets and domestic animals •Unwant ed animals in our	Domain: Socio- Emotional and Ethical Development Curricular Goal: CG 6 Children develop a positive regard for the natural environment around them	PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA C 6.1 Shows care for joy in engaging with all life forms. Learning Outcome: Basic: Differentiates the animals On the basis of their habitat Differentiates the animals into herbivores, carnivores, omnivores and Scavengers. Medium: Gives example of different types of animals Advance: Interrelate the relationship between plants and animals and their dependency on each other. Becomes sensitised to be kind and friendly towards animals by caring for them.	Life Skills: Social Skills Initiative Critical Thinking	Arts: Make standing figures of animals to decorate the Classroom. / Mask Making Sports: ,Animal Race (eg Rabbit, Frog, Elephant Race) they must try to find their partner by making the sounds of their particular animal Scientific temper: Observation ,Collection of different leaves, smelling different plant leaves. Technology Take photos of yourself while caring and helping the stray animals and share the	Language: English: Compose a poem on your favourite animal. Math Find age span of animals (eg Dog, Bat, Fish, Lion etc) Music: Poem on animals in assembly	Assembly area for a role play showing care and empathy for animals Classroom for games Activity. Field area for games	Classroom Activity: Discussion on the their pets, how they take care of them Home Assignment: Notice the animals around your house and watch programmes based on animals on Discovery channel, Animal Planet Or BBC Earth Flipped classroom: Giving notes to study at home for discussion in class	Brainstormi ng sessions Joyful learning Project-based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 9. Multiple-choice questions. 10. Low er order thinking skills questions. 14.HOT S question s (PI refer to Revised Bloom's Taxonomy)
Month	house	Domein 0	Compotency	21-4	experience in class.	Intendicalalinam	Leavine	AssignmentalCugasetius\	Dedeseries
Month			Competency	21st	Integrating AWES		Learning		Pedagogies
			&	Century	Initiatives		Space		(Suggestive)
			Learning Outcome	skills			(Suggestive)		
No of									

Periods									
JULY (22 Days-24 Days) No. of Periods= 10	Lesson:5 Name :Birds Our Feather Friends Concept: Importan t features of a bird Sub- Concept s : Commo n Birds around us • Part of bird's body Types of Feathers Beaksof Birds • Feet and Claws of Birds • Fleght of Birds	Domain: Socio- Emotional and Ethical Development Curricular Goal: CG 6 Children develop a positive regard for the natural environment around them	PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA C 6.1 Shows care for joy in engaging with all life forms. Learning Outcome: Basic: Recognizes and name the common birds around them Medium: Differentiate the feathers in their types. Summarizes the uses of beaks Advance: Classify the birds according to their feet and claws Develops empathy towards birds and can observe the beauty of nature in all living things. Observe the similarity between airplane and birds body	Life Skills: Collaborative Adaptability Social Skills Initiative Critical Thinking	Arts: Make a bird feeder with waste water bottles for your garden or balcony. Draw and colour your favourite bird Scientific temper: Analyze the Physical features of birds for adaptation	Language: English: Narrate a story on birds with a moral value Math Find the weight of five birds and arrange them in ascending order Music: Poem or song on birds in assembly	Assembly area for a role play showing care and empathy for birds Classroom for drawing the bird and narrating stories based on Birds. Garden or School Playground to observe the different types of Birds.	Classroom Activity: Drawing the bird and narrating stories based on birds. Write five lines on how birds are useful to us. OR narrating stories based on birds. Home Assignment: Make a bird feeder with waste water bottles for your garden or balcony. Observe the birds around your house and watch programs based on birds on Discovery channel, Animal Planet Or BBC Earth Flipped classroom: Giving notes tostudy at home for discussion in class	Brainstormi ng sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 11. Multiple -choice questions. 12. Low er order thinking skills questions. 14.HOT S question s (PI refer to Revised Bloom's Taxonomy)

Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	& Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)
August (23 days-25 days) No. of Periods= 9	Lesson:6 The Work Around Us Concept: Occupati ons and their importan ce Sub- Concept s:Comm u nity Helpers • Social Worker • Family at Work • Leisure Time Activitie s • Games We Play • Chilld Labour • Ways to Help Working Children	Domain: Socio- Emotional and Ethical Development Curricular Goal: CG-5 Children develop a positive attitude towards productive work and service or 'seva'.	PANSHKOSHA VIKAS: VIJNANAMAYA KOSHA C 5.1 Demonstrates willingness and participation in age-appropriate physical work towards helping others. Learning Outcome: Basic: Recognizes and names the community helpers and the work they do. Medium: Acknowledge the work done by family members and feel gratitude for them. Advance: Understand the Dignity of Labour by showing kindness, generosity and moral courage towards all occupations. Criticize the disadvantages of child labour	Life Skills: Collaborative Adaptability Social Skills Initiative Critical Thinking	Arts: Prepare a one minute performance for performing or creative art on our helpers. Sports: Kho-Kho Match between two teams of a class Scientific temper: To analyze the personality traits of any one famous personality and his profession Technology Prepare a daily routine chart for yourself using software applications.	Language: English: Speak few lines about dignity of labour and its importance for society (Morning Assembly) Maths: Find the number of players in outdoor ball games and also compare the size of ball. In various games (Hockey, Basketball)	Assembly area for performance of best performer of the class Classroom for discussion on time chart. School Playground to play Kho-Kho Match	Classroom Activity: Share your views on Child Labour Home Assignment: Interview your house help / Guard at colony gate / gardener	Brainstormi ng sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 13. Multiple -choice questions. 14. Low er order thinking skills questions. 14.HOT S questions (PI refer to Revised Bloom's Taxonomy)

Month	UNIT/	Domain &	Competency	21st	Integrating AWES	Interdisciplinary		Pedagogies
	LESSON	Curricular	&	Century	Initiatives	integration		(Suggestive)
		Goals	Learning Outcome	skills				
		(mapping with						
No o		Foundational						

Periods		stage)							
August No. of Periods= 9	Lesson-7 Name:Th e Food We Eat Concept: Food Sub- Concept s: Importan ce of food •Nutrient s in Food •Differen t types of food groups •Value of milk, water androug hage in the diet • Food habits of people •Balance d Diet •Healthy Eating habits	Domain: Physical Development Curricular Goal: CG-1 Children develop habits that keep them healthy and Safe. SDG-2 Improved Nutrition	PANSHKOSHA VIKAS: ANNAMAYA KOSHA C 1.1 Shows a liking for and understanding of nutritious foodand does not waste food Learning Outcome: Basic: Give reasons for needing food Name the nutrients present in food Medium: Differentiate the food into different food groups according to the nutrients present in them. Advance: Students get sensitize about not wasting food and sharing extra food with needy people	Life Skills: Collaborative Adaptability Social Skills Initiative Critical Thinking	.Arts: Dinner Thali: Prepare your dinner by drawing pictures of your favourite food items ina dinner plate Scientific temper: Knowing the nutrients in different food items. Eating a balanced diet. Technology Use internet to find nutritional value of your favourite food items	Language: English: Recite a short poem on your favourite food. Math Read the wrapper of your favourite biscuit (MRP, Ingredients, Weight.,Packing date)	Classroom for presenting their poem and sharing the sprout salad with their friends. Activity Room for role play on healthy eating habits.	Classroom Activity: Dinner Thali: Draw or paste pictures of your favourite food items in an empty dinner plate Home Assignment: Find and learn a short poem on your favourite food. Non fire cooking time: sprout salad Flipped classroom: Giving notes to study at home for discussion in class	Brainstormi ng sessions Joyful learning Project- based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 15. Multiple -choice questions. 16. Low er order thinking skills questions. 14.HOT S questions (PI refer to Revised Bloom's Taxonomy)
Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)
SEPTEMB ER 10 DAYS No. of Periods=	Lesson: 8 Name: Cooking Food	Domain: Physical Development Curricular Goal: CG-1	PANSHKOSHA VIKAS: ANNAMAYA KOSHA C 1.1 Shows a liking for and understanding of nutritious food	Life Skills: Collabor Ative Adaptabi	Arts: Draw 5 food items each that we get from plants and animals.	Language: English:. Write the recipe of your favourite dish	Classroom for the activity :Guess the ingredient.	Classroom Activity: Learn and write the Hindi and English names of the spices shown to you.	Brainstormi ng sessions Joyful learning Project-

9	Concept: Food Sub- Concept s: Food from Plants and Animals Raw and Cooked Food Methods of cooking food Vessels used for cooking Eating in a family Cultural Diversity in food	Children develop habits that keep them healthy and safe. SDG-2 Improved Nutrition	and does not waste food Learning Outcome: Basic: Observe and Identify different cooking methods used in their homes Medium: List the stoves used for cooking and fuel used in them. Categorise the vessels used for cooking according to the cooking methods. Advance: Discuss and compare the changes From your grandmother's kitchen to your mother's kitchen. Appreciates the cultural diversity in food.	lity Social Skills Initiative Critical Thinking	Sports: Guess the ingredient: Children will interchange their lunch boxes and will guess the name of the main ingredient of the dish. Scientific temper: Selects correct quantity of ingredient to make a dish Observe different cooking styles and different temperatures needed for cooking in different styles and the utensils used	Maths: Find the correct quantity of ingredients needed to prepare your favourite dish	Room: Learn and write the Hindi and English names of the spices shown to you.	Home Assignment: Prepare a banana chaat and Use your creativity to garnish and to decorate the plate. Flipped classroom: Giving notes to study at home for discussion in class	based learning Role-playing Suggestive Assessment :- 1.Reading2 .Worksheet 17. Multiple -choice questions. 18. Low er order thinking skills questions. 14.HOT S question s (PI refer to Revised Bloom's Taxonomy)
Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfolios)	Pedagogies (Suggestive)
Octob er21- 24 Days	Lesson9 Name- Th e House We Live In. Concept: House Diversity.	Domain:Cog nitiveDomain Curricular Goal: CG-7 Childrenmakesen se of theworld aroundthem throughobservati	PANCHKOSHAVIKAS:VI JNANAMAYAKOSH C-7.1 Observes andunderstandsdiffere ntcategoriesofobjectsa ndrelationshipsbetwee nthem. LearningOutcome:	Collaborat ion Communication of thoughts Critical thinking	Arts: DrawA sketch of your house. Scientifictemper: Analyze different	Maths: Find the height of tallest sky scraper of the world Music: Sing a song onthe importance ofcleanliness.	Classroomf or quizactivity Assemblyarea for aroleplayorso ngontheimport anceofCleanli ness	ClassroomActivity: Quiz On Types Of houses. Make blue and green dustbin and write their usage. Discussion on the importance and types of houses and the ways to keep it clean.	Joyful method Project-based learning Problem solving Roleplaying

Month No of Periods		Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)		Pedagogies (Suggestive)
October No. ofPeriods =9	Lesson10 Name- Our Neighborhoo d. Concept: Mapping my neighbourhood Sub-concepts Neighbourhood, Places	Domain: C ognitiveDe velopment Curricul arGoal: CG-7 Childrenmakes ense of theworld aroundthem throughobserva tionand logicalthinking	PANCHKOSHAVIKA S:VIJNANAMAYAKO SH C-7.3 Usesappropriatetools andtechnology indaily lifesituationsandforlearni ng. LearningOutcome: Basic: Identify theplaces in theirneighbourhoodand be able tofind	Informationlitera cy Criticalthinking creativity	Arts: Drawamapof the routefrom yourhouse tothe nearestshop. Scientifictemper: Observeand make alist of thelandmarksin yourlocalityandalsowri	Maths: Write their ownhouse addresswithPINcode Music: Sing a song ontheimportanceofk eeping yourneighbourhood neatand clean	Classroomf or mapwork. Schoolgro und forfindingo utthedirecti ons. Field tripinside theschool toshow thedifferentpla ces inthe plan	ClassroomActivity: Look around in your classroom and write who is sitting in four directions. Discussion on the neighbourhoodservices, plan ,sketch and map. Mapwork. Find out the cardinal points using magnetic compass, sunrise.	Joyfulmethodofle arning Project-based learning ProblemsolvingR ole- playingPeerteach ing SuggestiveA ssessment:-

	inourneighbour hood Directions,sketc hesandmaps.		outthecardinal pointsusing differentmethods. Medium; earners will beable todifferentiatebetweensketch ,planandamap Advance:		te theirdirections. Technology: Locateyourschool on Google map		of the school.	HomeAssignment: Draw a sketch of your classroom and mark the directions of the object in the classroom.	1.Reading2. Worksheet 3.Multiple-choice questions 4.Lower orderthinkings killsquestions 5.HOTSqu
			Learners will beable to make aplan of aparticular place and also be abletomakeamapoftheir colonyincluding all theneighbourhoodservices					Flippedclassroom: Givingnotes tpstudy at home fordiscussioninclass	estions (PI refer toRevisedBloom'sTa xonomy
onth	UNIT/	Domain &	Competency	21st	Integrating AWES	Interdisciplinary	Learning	Assignments(Suggestive)	Pedagogies

Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundational stage)	& Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinary integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)
Novem ber 21DAYS No. ofP erio ds= 12	Lesson11 Name- TheWaterWe Drink. Concept: conservation water for all. Sub-concepts Importance andsourcesof water. Waterforplant sandanimals. How tosavewater ? Rainwaterharves ting, storageofwater.	Domain: Cognitive and Socio- Emotional andEthicalDeve lopment Curricular Goal: CG6 Childrendevelo papositiverega rdfor the naturalenviron mentaroundthe m. SDG-6 Ensureavailability andsustainablema	ANCHKOSHAVIKAS:VIJ NANAMAYAKOSH C-6.1 Show care forand joy inengagingwithalllifeform s. LearningOutcome: Basic: Learners will beable to identifythe uses andsourcesofwater. And save water Medium: Learners will beable to examinetheimportanceof drinking safewater and thewaystoconservewater. Advance: Learners will be able to take initiative and create awareness about the conservation of water in	Collaborat ion Adaptabili ty Leadershi p Initiative Criticalthi nking Creativity	Make aposter onsavingwater andplaceitonthe waterpoints. Scientifictemper: Make waterfiltersusingcotton, garden soil,sand andpebbles. Takeinitiative tobecomeJalMitra tocreateawarenesson theimportanceofdrinking cleanwaterin theirlocality	English: Write fivesentencesont heimportance ofwater for plantsandanimal s. Maths: Activity How many glasses of water will fill a jug?	Classroomf or postermaki ngand mathsactivi ty. Field tripinside theschool tosee theproperwate rmanagement in theschool.	ClassroomActivity: Postermakingand mathactivity. Groupdiscussiononsources, usesof water andstorage ofwater. HomeAssignment: Makeawaterfilter. Flippedclassroom: Giving notes tostudy at home fordiscussion in class	Joyfulmethodofl earning Project-basedlearning Problemsolving Role-playingPeerteac hing SuggestiveA ssessment:- 1.Reading2. Worksheet3. Multiple-choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu

	a	nagementofwater andsanitation forall.	their localities. Also be come sensitive towards the sustainable usage of resources.						estions (PI refer toRevisedBloom'sTa xonomy)
Month UN LES No of Periods	NIT/ SSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinar y integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)
No. ofPeriods =9 Con of tr Sub Nee Mea tran and plac New trav Som mea tran Mod tran	ncept: means transport b-concepts ed fortravel ans to nsport for far d near by	Domain: C ognitiveDe velopment Curricul arGoal: CG-7 Childrenmakes ense of theworld aroundthem throughobserva tionand logicalthinking	PANCHKOSHAVIKAS:VIJ NANAMAYAKOSH C-7.3 Observes andunderstandsdifferent categories ofobjects andrelationships betweenthem. LearningOutcome: Basic: Identify differentmeans oftransport withtheirexamples. Medium: Learners will beable tounderstand theuses of all thethree means oftransport. Alsoidentify newerandsomespecialmeans oftransport. Advance: Learners will beabletosensitisetowardsj udicious usageof means oftransport. Also be able tofindoutthewaysto reduce traffic pollution.	Initiative Responsi bility. Critical thinking Adaptability	Arts: Draw anexample ofeachtypeof means oftransport. . Scientifictemper: Observation of activities atthe station,airport,andbu sstop.	Maths: Write down themeans oftransportinor derof their speedfrom the slowesttothefa stest. Music: Poemonmeansoft ransport.	Classroomfor drawing. Observationa trailwaystatio n,airport,bus stand. Homeasapla ce forlearning. Assemblyhall forpoems.	ClassroomActivity: Discuss withstudentsabouthowtheytrav elto and fromschool. HomeAssignment: Collectpictures of differentmodes oftransport andclassify thedifferenttypes oftransport. Writedownthemeans oftransport inorder of theirspeedfromtheslowest to thefastest. Elippedclassroom: Giving notes tostudy at home fordiscussioninclass	Joyfulmethodofl earning Project-basedlearning Problemsolving Role-playingPeerteac hing SuggestiveA ssessment:- 1.Reading2. Worksheet3. Multiple-choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu estions (PI refer toRevisedBloom'sTa xonomy)

(mapping with Foundational Foundational Periods (Suggestive) (Suggesti	
December Lesson13 Domain:CognitiveDevelopm ent viewDevelopm nt viewDevelopment viewDevelopment viewDevelopment viewDevelopment viewDevelopment viewDevelopment viewDevelopment viewDevelopm	Joyfulmethodofle arning Project-basedlearning ProblemsolvingR ole- playingPeerteach ing SuggestiveA ssessment:- 1.Reading2. Worksheet3. Multiple-choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu estions (PI refer toRevisedBloom'sTa xonomy)

21st Integrating Interdisciplinar Learning Assignments(Suggestive) Pedagogies

Month UNIT/

	JNIT/ .ESSON	Domain & Curricular Goals (mapping with Foundational stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplinar y integration	Learning Space (Suggestive)	Assignments(Suggestive) (Observation,Checklist, Worksheets,Rubrics,Portfoli os)	Pedagogies (Suggestive)
22Days No. ofPeriods=7 To me ds off gs s. Ar off	neetbasicnee Is ofhumanbein gsmakething	Domain:Aestheti candCulturalDe velopment CurricularG oal: CG-12 Childrendevelopabilit ies andsensibilities invisual andperformingartsan d expresstheir emotionsthrough art inmeaningfulandjoyf ulways.	PANCHKOSHAVIKAS: Anandamavakosha C-12.1 Explores and plays with a variety of materials and tools to create two dimensional and three dimensional art works in varying sizes. LearningOutcome: Basic: Learners will be able to define pottery and identify some of the pottery. Medium: Learners will be able to explain the process of making pots and tell some of the uses of different pots. Advance: Learners will be able to sensitise towards the usage of earthen pottery items and handmade decorational items as it provides ivelihood to the local artisans.	Criticalth inking Adaptabi lity Respons ibility Problems olving creativity	Arts: Draw andcolourthethingsmade ofclay. Scientifictempe T: Experimenting andcreatingnew potsand colourthem.	Maths: Identify differentshape sandsizesofth epots. Art: Observeanddr awdesigns onpottery itemsfamousin Khurja.(UP) Music: Beatand createmusic usingearthenpots.	Classroomfor groupdiscuss ion	Extempore onwhyweshoulduse earthenpottery. Groupdiscussion onhow clay itemsaregoodfortheenvironmen t. HomeAssignment: Makingdifferenttypes of potsusing wheel,pinch, slab, andcoiled methods.with the help ofplasticine clayor mouldingclay. Flippedclassroom: Giving notes tostudy at home for discussioninclass.	Joyfulmethodofle arning Project-basedlearning ProblemsolvingR ole- playingPeerteach ing SuggestiveA ssessment:- 1.Reading2. Worksheet3. Multiple- choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu estions (PI refer toRevisedBloom'sTa xonomy)

Month	UNIT/		21st	Integrating	Interdisciplinary	Assignments(Suggestive)	Pedagogies
	LESSON		Century	AWES	integration	(Observation,Checklist,	(Suggestive)
			skills	Initiatives		Worksheets, Rubrics, Portfoli	
		(mapping				os)	

of iods		with Foundational stage)							
ru eri o 10	Lesson15 Name- Textiles Concept: Thingswe make anddo. Sub-concepts: Importance ofclothes. Differentways ofmakingclot hes. Ways ofmakingpatt erns. Wearingcloth es. Unstitchedclothe s.	Domain: Ae stheticand CulturalDe velopment Curricul arGoal: CG-12 Childrendevelo pabilities andsensibilities invisual andperforminga rtsand expresstheir emotionsthroug h art inmeaningfulan djoyfulways.	PANCHKOSHAVIKAS: Anandamavakosha C-12.1&C-12.5 Explores and plays with a variety of materials and to create two dimensional and three dimensional art works in varying sizes. Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage. LearningOutcome: Basic:Learnerswillbeabletoidentify different types of fabrics. Name different processes involved in making clothes. Medium:Learners will be able to colour the clothes in dyes. Make patterns using vegetable blocks and tie and dye art. Advance: Appreciate and respect the cultural diversity seen in clothes seen in different states of our country.	Criticalth inking Adaptabi lity Creativit y Socialskills	Arts: Makingdiffere ntdesignsand patternsonclo thes. Scientificte mper: Observeand createpattern susingvegeta bles. Technology UsingPaintmake adigitalfloral pattern	English: Writethenamesof clothes wornby men andwomeninIndia. Alsonamesomeunsti tchedclothes worn bypeople. Maths: Observe theshapeandsizeofk nittingneedles. Make differentshapes andpatterns on handkerchief using stencils Art: Collect informationabout the specialclothesofIndia. Kanjivaramsarees.Pash mina shawlBanarasisarees.	Classroomf ordiscussio nand Dum charades. Assembly hallfordan ceperform ance. AV Roomforproje ctionon theprocess ofmakingcloth eslikespinning ,weaving,knitti ngetc.	ClassroomActivity: To wear a dupatta or long cloth in different styles to emulate what different people do and also to create their own designs for their clothes. Discussion and speaking HomeAssignment: Observe the shape and size of knitting needles. Make different shapes and patterns on handkerchief using stencils. Flippedclassroom: Giving notes tostudy at home fordiscussioninclass	Joyfulmethodofle arning Project-basedlearning ProblemsolvingR ole-playing Peerteaching SuggestiveA ssessment:- 1.Reading2. Worksheet3. Multiple-choice Questions 4.Lower orderthinking skillsquestions 5.HOTSqu estions (PI refer toRevisedBloom'sTa xonomy)

CENTRALISED SYLLABUS BIFURCATION FOR APSs CLASS 3 SUBJECT COMPUTER

AN OVERVIEW OF CENTRALISED SULLABUS BIFURCATION FOR APSs (PRIMARY- PREPARATORY LEVEL CLASS III COMPUTER)

Academic Session 2023-24

Class:...III Subject: COMPUTER

Ter	m I	Ter	m II			
Periodic Test I	MID TERM Exam	Periodic Test I	Annual Exam			
Month and content coverage	Month and content coverage	Month and content coverage	Month and content coverage			
Apr-Lesson 1 Computer and its	Aug- Lesson 4 Word	Oct-Lesson 5 Internet	Dec-Lesson 7 Scratch 3.0			
components	Processors (MSWord 2016)	Concepts:	Concepts			
May- Lesson 2 Windows	Sep - Revisions and Lab	Nov-Lesson 6 Algorithm and	Jan- Lesson 8 Al Vs Human			
Operating System	Practicals	sequence	Intelligence			
July- Lesson 3 Paint 3D			Feb- Revisions and Lab			
-			Practicals			
Schedule of Periodic Test I	Schedule of Mid term exam	Schedule of Periodic Test II	Schedule of Annual exam to			
to be scheduled in the month	to be scheduled in the month	to be scheduled in the month	be scheduled in the month of			
of July(third week)	of Sep (third week)	of Dec (first week)	Mar (first week)			
Formative assessment in the	class :	Formative assessment in the	class:			
1. Attendance of student (5	marks)	1. Attendance of student (5	5 marks)-			
2. Subject enrichment activi	ity(5 marks)	2. Subject enrichment activity(5 marks)-				
3. Project based activities (5	5 marks)	3. Project based activities (5 marks)-				
4. Portfolio (5 marks)		4. Portfolio (5 marks)				
5. Multiple Assessment base	ed on speaking and listening	5. Multiple Assessment based on speaking and listening				
skills (5 marks)		skills (5 marks)				

Month No of Periods	UNIT/ LESSON	Domain & Curricular Goals (mapping with Foundationa I stage)	Competency & Learning Outcome	21st Century skills	Integrating AWES Initiatives	Interdisciplin ary integration	(Suggestive)	Assignments(S uggestive) (Observation, Checklist, Worksheets,R ubrics,Portfoli os)	Pedagogies (Suggestive)
6. Period	ic tests(5 marks)	<u> </u>		6. Periodic	tests(5 ma	rks)			

APRIL 2023 (22 days) No of Periods = 8	Name:-Lesson 1Computer and its components CONCEPT:-	Domain: Cognitive Development Kosha: Annamaya Kosha Curricular Goal: CG 8- Children Develop understanding of the different parts of the computer	Competency:C - 8.7Recognises and used the different parts of the computer system Learning Outcomes: Basic Identifies the different parts of a computer Medium Identify the parts of a computer and		Technology Creating a story on Ms word, and saving it in the computer storage	English: Narrating the story created in the class Art: Creating a story through drawing / collage and replicating	Classroom Computer Lab Library for reading different stories	Class Assignment: Individual activity of Identify and name the icon of MS office, Windows Observation Checklist Teacher will observe and	Pedagogy: Explanation & Discussion, Contextual Examples Suggestive Assessment: • Multiple choice questions Identify and name the icon of MS office, Windows (individual activity)
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	Software		name the			the same		note the	
	Soliware		systems of a			in		learners'	
			computer			computer		level of	
			Advance			practical		understandin	
			Identify the			class		g	
								Rubrics:	
			components of					Separate rubrics for	
			both hardware					different	
			and software					learning	
			Able to express					outcomes	
			the uses of the					levels	
			components of						
			the computer						
			CwSN Assistive Learning:						
			Identify the monitor and						
			the keyboard and try to						
			type						
MAY 2023	Name: Lesson	Domain:	Competency:C-7.3	 develop 	Technology		 Computer 	Class/ Lab	Pedagogy:
(21 days)	2Windows Operating	Cognitive Domain	Uses appropriate tools	organizatio			lab	Practice	 Explanation
No of Periods	System Concept	Kosha:Vijnanama	and technology in daily life situations and for	and fine mo	tor ng the functionality,		Audio visual room	Start an app	and discussion
= 8	Functions of a	ya Kosha	learning	skills in the	applicability		At home	in windows	 Contextual
	operating system	Curricular	Learning Outcomes:	students	and usage in		(PC,	by using all	understanding
	User Interface	Goal: CG 7-	Basic:	 Thinking ski 			Laptop, Tab	the three	(in the
	 Windows10 	Children make	Shows inclination to		activities		etc)	methods	practical
	 Working on 	sense of the world	use simple applications					mentioned	classes)
	Desktop screen	around through	of the windows operating system					in the	Activity:
	Starting an	observation and logical thinking	Medium:					chapter.	Select, Deselect and
	application Program	logical trilliking	Is able to use at least						arrange various icons.
	Flogiani		two/ three applications						Start an app in
			of the Windows						windows by using all
			Operating System						the three methods
			Advance:						mentioned in the
			Shows fluency, comfort and competency in						chapter.
			using the applications						'
			of the Operating						Suggestive
			System						Assessment:
			CwSN Assistive						Observation by
			Learning:						teacher
			Observe the Windows						
			Screen and the icons						

			(with resource room assistance)						
JULY 2023 (23 days) No of Periods = 8	Concept Identify 2D and 3D shapes Paint 3D window component Draw 2D shapes and 3D objects Add stickers, 3D text and effects in a project Use 3D library to add 3D objects	Domain Cognitive Domain Kosha: Vijnanamaya Kosha Curricular Goal C-7 Children make sense of the world around through observation and logical thinking	Competency C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcomes Basic Understands and able to identify 2D and 3D shapes on a computer Medium Chooses appropriate tools for appropriate work while doing land work or in the computer Advance	 Creativity and innovation Intellectual skill Recognising skill 	Arts Learners will learn to add different elements to make a scenery	Maths Identify the 2D shapes and name them, also mention the number of sides, angles etc	Classroom environment Computer lab for practical experience Home environment	Class Assignment: Create different designs, objects of your choice on paint 3D	Methodology: Explanat ion & Discussion, Contextual Examples Activity: Make a list of hardware and software devices. Explore system software on desktop in lab

			Pays attention to thematic detail, materials,properties,sp ace and situations while creating and viewing works of art.						
			CwSN Assistive Learning:						
AUGUST 2023 (23 days) No of Periods = 8	Name: Ch-4 Word Processors (MSWord 2016) • Word Processor • Types of word processor • The Word Window • Creating a New document • Selecting text in a document Saving a document	Domain Cognitive Development Kosha: Vijnanamaya Kosha Curricular Goal CG-7 Children make sense of the world around through observation and logical thinking	Competency C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcome Basic Uses tools and implements with some degree of effectiveness in work situations Medium Shows simple usage of digital technology of using MS word in learning situations Advance Shows	 Systematic skills. Effective Skills Cognitive Skills Organising and presentation of given information in a systematic manner 	Technology: Children understand the use and applicability of technology in their everyday life	English: Type a paragraph on 'Importanc e of Reading' in MS Word using all the features	Classroom Computer lab Home environment	Class Assignment: Create a word document and show the use of the different features Teacher's observation checklist	Methodology: Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: 1. Open word, create a new document and type your favorite story. 2. Apply the formatting tools like Bold, Italic, Underline, Font Size, Color, Et

SEPTEMBER 2023 (21days) No of Periods = 8	Revisions and Lab Practicals		dexterity in using simple tools for drawing, typing, colouring, saving a document CwSN Assistive Learning:					
OCTOBER 2023 (15days) No of Periods = 7	Name: Lesson 5Internet Concepts: • Meaning and usage • Terms used in internet	Domain Cognitive Development Kosha: Vijnanamaya Kosha Curricular Goal CG-7 Children make sense of the world around through	Competency C-7.3 Uses appropriate tools and technology in daily life situations Learning Outcome Basic Reads a short set of simple, written instruction and follows them	Self- directed learning skill Skills of exploration and organisation	Technology : Children understand the usage and applicability of technological inventions in daily life	Classroom Computer lab Home environment	Class Assignment; Lab practical activity Teacher's observation checklist Rubrics for analysing and assessing learner's understandi ng	Methodology: Explanat ion & Discussion, Contextual Examples, Experiential Learning. Lab Activity: With the help of your teacher in the school, open the web browser and find the information on "Ten Famous Indian foods" and type the same on MSWord.

		observation and						
		logical thinking	Medium					
			Reads short items and uses information in work situations					
			Advance Reads short pieces of information and explains the content					
			CwSN Assistive Learning					
NOVEMBER20 23 (23 days) No of Periods = 8	Name Ch-6Algorithm and sequence Concept • Understand algorithm and sequencing	Domain Cognitive domain Kosha: Vijnanamaya Kosha	Identifies and logically sequences simple patterns of different situations in their surroundings.	 Cognitive skills Logical Thinking Spatial Skills Development of sorting, sequencing 		Classroom Computer lab Home environment	Class Assignment: Understand about algorithm and sequencing.	Methodology: Explanation & Discussion, Contextual Examples Activity:
	 Branching if- then situations Abstractions Debugging 	Curricular Goal CG-8 Children develop logical thinking and understanding	surroundings Learning Outcomes Basic Recognises and	and spatial intelligence			Learn about branching (if then) statement Learn about abstraction	Write an algorithm to make Maggie Noodles.
		and abilities to	repeats the sequence				and	

world through the use of sorting and sequencing Modes Sequencing According to the use of sorting and sequencing Modes Seguencing According to the use of sorting and sequencing to the use of sorting to the use of sorting and sequencing to the use of sorting to the use of sort	f a given situation ledium Describes the equence of the given ituation and creates a ew situation dvance Describes the rule of the sequence and pplies it on abstract ituations			debugging.	

3 (19 days) No of Periods = 8	Chapter 7- Scratch 3.0 Concepts • Meaning of Scratch • Components of Scratch 3 Window • Work with Scratch blocks Working on a Scratch Programme	Cognitive Domain Kosha: Vijnanamaya Kosha Curricular Goal CG-8 Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space and measurements Learning Outcomes Basic Creates a variety of visual imagery and sound explorations to symbolize objects, people and emotional experiences Medium Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas Advance Pays attention to thematic details, material properties	•	Creative Thinking Skill of Aesthetic Appreciation Programming skills. Cognitive skills Understanding skills.			Computer lab Home environment	observation rubrics Understand the meaning and advantages of scratch. •Understand components of scratch 3 window. • Identify and work with scratch blocks. • Create run a scratch program. • Save a scratch project.	Methodology: Explanat ion & Discussion, Contextual Examples, Experiential Learning. Activity: Draw and Label the components of scratch window.
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(21 days) No of Periods = 8	Lesson 8– AI Vs Human Intelligence Concepts • Meaning and features of Human Intelligence • Difference between AI and Human Intelligence Weak AI and Strong AI	Kosha: Vijnanamaya Kosha Curricular Goal CG-7 Children make sense of the world through observation and logical thinking	C-7.2 Observes and understands different categories of objects and relationship between them Learning Outcome Basic Identifies and describes common objects/ people on their own Medium Notices and describes details of characteristics of common people and compares with the characteristics of robots Advance Identifies and describes finer details of the characteristics of humans and comparison of the same with characters created through artificial intelligence	thinking Creativity and Innovation Spatial Understanding Technological Literacy	Children understand the usage and applicability of technological inventions in daily life	Computer lab Home environment Atal Tinkering Lab	observation rubrics Understand the meaning and features of human Intelligence. Differentiate between human Intelligence and AI. Learn about weak AI and Strong AI. Understand how to play quick, Draw.	Explanation & Discussion, Contextual Examples, Experiential Learning. Activity: Demonstration of quick, draw! and familiarization of various tools
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FEBRUARY	Revisions and Lab		•			
2024 (19days)	Practicals					
No of Periods						
= 8						

APS Syllabus Bifurcation Overview

Academic Session 2023-24

Class: III Subject: Art and Craft

Term I	Term II
Month- content coverage	Month- content coverage
Apr- L-1 Introduction of Art and craft	October –Art L-8 Diya Drawing and Colouring,
Craft L-1 Sunflower Craft with paper plate	Craft L-8 Diya Decoration, Greeting Cards Making
May-Art L -2 Primary Colours, L- 3 Fun with lines	November –Art L-9 Mosaic painting
Craft 1-2 Mother Day Greeting Card	Craft – L-9 Fun with craft- Save Mother Earth
June – ArtL 4 fun with letters	December Art L-10Story telling painting
Craft L-4 Know about Shapes	Craft: L-10 Christmas, New year Greeting cards making
July- Art L-5 Sketching of different objects,	January Art L-11 Fun with colours Blow painting
Craft L-5 Origami (Paper Folding)	Craft L-12 Fun with Craft – Flower vase, paper boat
August – Art L-6 Flag Drawing, Rakhi making	February, March:-Art- L-12 Vegetable Printing
Craft L-6 – Rakhi making ,Independenc day greeting card	Craft :- L-12 Holi Greeting Cards making
making activity	
September- Art L-7 Drawing practice Birds, Animals	
Craft L-7 Best out of waste	

PROPOSED SYLLABUS BIFURCATION FOR APS (PREPARATORY STAGE -CLASS 3, MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT ART AND CRAFT)

Lesson 1- INTRODUCTION OF ART AND CRAFT, SUN FLOWER CRAFT

Class: 3	Curricular Goals	Competencies	Syllabus- (As per Prescribed	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
Month- April - May (Approx No of Teaching Days)	(CG12)	C12.1	hook subject – Art and craft) Name of the book Name of Publisher	(Tasks/Activities assigned for CW & HW) (Basic Level) Introducing Art and Craft by Involving kids in some art activities.	Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive	Activity Based Learning- Sun Flower Craft Experiential Learning-	(Use of Assessment Tools & Observation)
22- 25 No of Periods:			Art and Craft PM Publisher Pvt.LTD	(Listening Skill) (Medium Level) (Speaking Skill)	Learning:- HI students- Intruducing Art and Craft with the help of Flash Cards.	Theme-Based Learning-	Asignments given to the students
2-3				(Advanced Level) (Reading Skill) (Writing Skill)	VI Students Real objects related Play dough to make sunflower Craft	Learning Spaces Indoor Outdoor	

Lesson 2-COLOURS DAY

Class: 3 Month- April – May	Curricular Goals (CG12)	Competencies C12.3	Syllabus- (As per Prescribed book subject – Art and craft) Name of the book	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies	Suggested Assessment (Use of Assessment Tools & Observation)
(Approx No of Teaching Days) 22- 25 No of Periods: 2-3			Name of Publisher Art and Craft PM Publisher Pvt.LTD	(Basic Level) Teaching of Primry colours To draw shapes on blackboard and colour them with primary colours. (Listening Skill) (Medium Level) Mother's Greetings Cards (Speaking Skill) (Advanced Level) Read stories about family. (Reading Skill)	& Use of IE Room CwSN -Assistive Learning:- HI students- Making different shapes and colour them. VI Students Using charts,flash cards related to primary colours. LD students Making mother's day greeting cards AutismLife skill activity and self help	Activity Based Learning- Learning Making greeting Cards for Mother's D Experiential Learning- Learning colours through nature (Vibgyor) Learning about family Learning Spaces - Indoor	Asignments given to the students

PRIMARY , MOTHER

GREETING CARDS

Lesson 3- FUN WITH LINES, PAPER PLATE FLOWER

Class: 3	Curricular	Competencies	Syllabus-	Competency Based (Graded)	CwSN	Suggested	Suggested
						Innovative	

	Goals		(As per Prescribed	Learning	Assistive Learning	Pedagogies	Assessment
Month-	(CG)	CG12.1	book subject – Art and craft)	(Tasks/Activities assigned for CW & HW)	(In consultation with Special		(Use of Assessment
April - May	CG12		Name of the book	J,	Educators)	Theme-Based	Tools & Observation)
(Approx No			Name of Publisher	(Basic Level)	& Use of IE Room CwSN -Assistive	Learning-	,
of Teaching Days)			Art and Craft	Observe the different patterns Making paper plate flower	Learning:- HI students-	Making paper plate flowers	Asignments given to the
22- 25			PM Publisher Pvt.LTD	(Listening Skill	Helping students to make different patterns with lines.	Learning Spaces-	students
No of Periods: 2-3					VI Students Use a large font to make pattern.		
					LD students Making paper plate flowers Autism		

Class: 3 Month-June-July (Approx No of Teaching Days) 22- 25 No of Periods: 2	Curricular Goals (CG) CG12	CG12.1	Syllabus- (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher Art and Craft PM Publisher Pvt.LTD	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) Observe the English letters coming to the life by adding various facial features (Listening & Speaking skills) (Medium Level) Know about Shapes (Reading Skill) (Writing Skill)	Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- HI students- Show and tell with 3d letters, shapes VI Students Feel and tell the real letters and shapes. LD students Make naming words - flash cards with names. Autism: Sorting naming words in different boxes.	Suggested Innovative Pedagogies Theme-Based Learning Learning alphabets through Art Experiential Learning- Helps students to know about shapes in Maths. Learning Spaces- Indoor Outdoor Playground	Suggested Assessment (Use of Assessment Tools- Observatio Asignments given to the students
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Lesson 5- SKETCHING OF DIFFERENT OBJECTS, PAPER FOLDING ORIGAMI

Class: 3 Month- June- July (Approx No of Teaching	Curricular Goals (CG) CG12	Competencies C12.3 B1	Syllabus- (As per Prescribed book subject – Art and craft) Name of the book	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:-	Suggested Innovative Pedagogies Activity Based Learning- Paper folding activity	Suggested Assessment (Use of Assessment Tools &Observatis Asignments
Days) 19 - 21			Name of Publisher	Learn to draw a cat and do colouring	Help the students to dwar cat in easy way	Experiential Learning-	given to the students
No of Periods:			Art and Craft PM Publisher Pvt.LTD	Making different objects with paper folding eg Cat, Dog, Rabbit, Butterfly. (Listening Skill)	Showing and explaining information about pet animals. Colouring worksheets on pet animals.	Feed and take care of animals in your locality when injured.	
				(Medium Level)	Wordsearch activity VI Students	Learning Spaces	
				(Speaking Skill)	Using a flash card and 3d picture (show and explain) Large font worksheet	Outdoor	
				(Advanced Level) Making origami objects on students imagination based (Reading Skill) (Writing Skill)	LD students Use a assistive technology Showing a video Autism Puzzle on animals Draw and speak about your favourite animal.		

LESSON 6 – FLAG

DRAWING, RAKHI MAKING, DRAWING, CARD MAKING

Month- AUGUST (Approx No of Teaching Days) 19 - 21 No of Periods in this month: 7-8	Curricular Goals (CG) CG12	Competencies C12.3	(As per Prescribed book subject – Art and craft) Name of the book Name of Publisher Art and Craft PM Publisher Pvt.LTD	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level National flag Drawing Rakhi Drawing, Rakhi making .greeting cards making on Independence Day. (Listening Skill)	Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN - Assistive Learning:- HI students-Making Independence Day greeting cards. Rakhi Making with Thread and paper VI Students Rakhi Making with Thread and paper LD students DIY- paper puppet Autism Making worksheets on independence Day	Suggested Innovative Pedagogies Activity-Based Learning Making Greeting cards and Rakhis Learning Spaces- Indoor Outdoor	Suggested Assessment (Use of Assessment Tools & Observation) Asignments given to the students

LESSON 7 DRAWING PRACTICE BIRDS, BEST OUT OF WASTE

Class: 3 Month- September (Approx No of Teaching Days)	Curricular Goals (CG) CG12	Competencies C12.1,D4	Syllabus- (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:-	Suggested Innovative Pedagogies Theme-Based Learning- Draw birds with alphabets	Suggested Assessment (Use of Assessment Tools- Observation)
19 - 21			Art and Craft PM Publisher Pvt.LTD	(Basic Level) Drawing and colouring practice	HI students- Show the flash cards of	Experiential Learning- Best use of waste	Asignments given to the students
No of Periods in this month:7-8				Birds in easy way	birds VI Students	material Learning Spaces-	
				(Medium Level Making Imagination paintings related	Worksheet on different birds LD students	Indoor Outdoor	
				to birds	Audio books	Playground	
				(Advanced Level) Best out of waste			

Lesson 8 DIYA DRAWING, DIYA DECORATION, GREETING CARDS MAKING

Class: 3 Month- OCTOBER	Curricular Goals (CG) CG12	Competencies C12.3 C2	Syllabus- (Syllabus- (As per Prescribed book subject – Art and craft) Name of the book	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies Activity Based Learning-	Suggested Assessment (Use of Assessment Tools & Observation)
(Approx No of Teaching Days)			Name of Publisher	Diwali diya drawing Diwali diya decoration activity	CwSN -Assistive Learning:-	Greeting cards making activity	Asignments given to the students
No of Periods in this month:			Art and Craft PM Publisher Pvt.LTD . Grow more trees.	(Listening Skill) (Medium Level) Role Play of a tree. (Speaking Skill)	HI students- Flash card, Showing real Diyas and lamps for Diwali Festival. VI Students Showing real Diyas and lamps for Diwali	Theme- Based Learning- Know about Indian culture Experiential Learning Making diyas	
				(Advanced Level) Making Diwali Hand made greeting cards (Reading Skill & Writing Skill)	Festival LD students Showing real Diyas and lamps for Diwali Festival Autism- Worksheet on diya decoration, card ,making	Learning Spaces Indoor Outdoor	

LESSON 9 FUN WITH PAPER CRAFT, MOSAIC PAINTING

Month-November CG) CG12 (As per Prescribed book subject – Art and craft) (Approx No of Teaching Days) (Approx No of Teaching Days) CG12 (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher (As per Prescribed book subject – Art and craft) (Basic Level) Making paper boat Mosaic art style (CG) (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning: How to make a paper boat, flower vase Stud Asignificant style Explain how to make paper boat by giving demo by teacher Learn warm and cool colours with mosaic	Suggested Assessment		Suggested Innovative Pedagogies	CwSN	Competency Based (Graded) Learning	Syllabus-	COMPETENCY	Curricular Goals	Class: 3
No of Periodsin this month: 7-8 Art and Craft PM Publisher Pvt.LTD Making flower vase with paper (Speaking Skill) Making Mosaic Art with Tiles Learning Spaces-Indoor LD students Autism: Making paper boat	Assessment (Use of Assessment Tools & Observation) Asignments given to the students	Asso (Use Asso Tool Obse Asig give	Activity-Based Learning- How to make a paper boat, flower vase Learn warm and cool colours with mosaic painting Learning Spaces-	Assistive Learning (In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- HI students- Explain how to make paper boat by giving demo by teacher Showing a video, related to paper craft , VI Students Making Mosaic Art with Tiles LD students Autism:	(Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) Making paper boat Mosaic art style (Listening Skill) (Medium Level) Making flower vase with paper	(Syllabus- (As per Prescribed book subject – Art and craft) Name of the book Name of Publisher Art and Craft PM Publisher	C12.1 B3	Goals (CG)	Month- November (Approx No of Teaching Days) 20-21 No of Periodsin this month:

Class: 3	Curricular	COMPETENCY	Syllabus-	Competency Based	CwSN	Suggested	Suggested
	Goals		(Syllabus-	(Graded) Learning	Assistive Learning	Innovative	Assessment
	(CG)		` `			Pedagogies	(Use of
Month-	. ,	CG12.1 D4	(As per		(In consultation with Special		Assessment
December	CG12		Prescribed book subject –	(Tasks/Activities assigned for CW & HW)	Educators)	Activity- Based	Tools-

PAINTING, CHRISTMAS, NEW YEAR GREETING CARDS

	Art and craft)		& Use of IE Room	Learning-	Observation)
	Name of the book	(Basic Level)		Enhance self	
(Approx No of Teaching	Name of Publisher	Story telling painting	CwSN -Assistive Learning:-	expression Helps in socializing	Asignments
Days) 20-21	Art and Craft PM Publisher		Making stiry telling worksheets.	Learning Spaces-	given to the students
No of Periods: 7-8	PM Publisher Pvt.LTD	(Medium Level) Making Christmas and New year Greeting cards and persent it to your family members.	VI Students LD students Autism	Indoor	

APS Syllabus Bifurcation Overview

Academic Session 2023-24 (Summary)

Class: III Subject: Physical Education

- \checkmark Class 3^{rd}
- ✓ Age of Students -8 to 9 Yrs
- ✓ Number of students 35 (Approx.)
- ✓ Teaching Aim To develop strength, speed and flexibility through engaging in a wide variety of physical actives.
- **✓** Equipment used Cones, bars, stopwatch, skipping ropes.
- ✓ Safety Very good warm-up, proper distance, clear instructions.
- ✓ Syllabus plan for the year 2023-24 is mention below -

Introductory part – 05 minutes

Preparatory part – 05 minutes

Main part –25 minutes

Closing part – 05 minutes

Term -	- 1	Те	rm - 2
Apr to Jun	Apr to Jun Jul to Sep		Jan to Mar

Introduction of warmup and instant activity.	Introduction of Indoor games (Chess, Carrom board& Snake	Introduction of Yoga and meditation	Introduction and practice of cricketYoga and
Introduction of Movement and	Ladder)	Aerobic exercises	meditation.
fitness activity.	 Introduction of Marching and march pass. 	(Running & Jogging, Cross Country)	Practice of term-1 games.
Introduction of Games (Football, Kho-Kho & Kabaddi) and practice.	Introduction of Track and Field events in Athletics. (100)	Lezim and dumbbells exercises.	Introduction and practice of Basketball.
Introduction of mental health exercises	mtr race, 200 mtr race, Long Jump, Relay- race)	Annual Sports Meet	

<u>Term I</u>	<u>Term II</u>
Month- content coverage	Month- content coverage
Apr- L-1 Introduction of Physical Education and adaptive	October –Implementation of Indoor games. There rule
physical edu. Importance of physical activities in daily life	terminology etc. Classwise matches to further nurture and
Gross motor skills and fine motor skills for all categories	train good students for future competions as per age
of students (CWSN) through inclusive edu.	categories and practise Annual Athletic meet
May-Introduction of Yoga in play way method,	November –Rehasarls for drills and athlectic events and
And Adaptive Yoga for (CWSN) students and	conduct of Annuanlathlectic meet
introduction of lazium and Dumbbells	
June – Celeberation of Yoga Day(21 June)	December Meditational Yoga to enhance the concentration
Introduction of indiginiuos&Outdoor games to	level of the students to perform well in the exams
enhance psychomotor skills, cognitive ability and	
assertiveness in child (kho-kho, pithuu, dog and the bone,	
postman football, basketball ,cricket etc)	
July- implementation of Basic rules of all indigenious	January Inter and Intra class matches of indoor and outdoor
games to develop speed strength coordination flexibility	games
and endurance .Fitness test for students	
August- Medical test to check Postural deformities in	February , Fun and frolic activities, yoga session and maas
children at early stage of life (knock Kness, flat foot, Bow	PT to keep students fresh and active for upcoming exams
legs etc.) and	
September- Introduction of indoor games chess	March – Annual Exams begins
carom,etc)Practise and Prepration for Athlectic meet	

PROPOSED SYLLABUS BIFURCATION FOR APS (PREPARATORY STAGE -CLASS 3, MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT PHYSICAL EDUCATION)

Lesson 1- Physical Education and Yoga

Month- April - May (Approx No of Teaching Days) 08 No of Periods: 4 -8	Learning- Cognative or mental skills related to the knowledg e of movement and assertive ness	Curricular Goals (CG) CG3 To use body as the main tools for educationg the students and to teach them how the sports can help the students to become good citizen of country and shoulder the responsibility of society and nation through Sports and games.which provide the Holistic development to the child.	Competencies (C:) C3.2 Learning about gross motor skills (introduction of use of big muscles for locomotion and doing big movements) and fine motor skills (use of small muscles in our hands and writs to do daily activity like holding, and writing etc.	Graded Learning outcomes:- Students will able to learn about the importance of physical education in their daily life. Students will able to learn about the basic rules to do yoga asanas as per the age category for eg.Padmaasana, tad asana ,vajarasanatrikonasa naandpaschimustaas ana etc.	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) Children will try to practise implement and .the topic taught to them through demonstration Medium Level Children will able to do the basic postures with little or no difficulties. (Advanced Level) Students will able to do the postures in prefect way as taught by the trainner	Assistive Learning (In consultation with Special Educators) & Use of IE CwSN -Assistive Learning:- In addition to being an excellent form of exercise. Physical activities and Yoga are powerful form of therapy for children with disabilities. They get more curiosity to know about the history Yoga (through pictures and videos.	Suggested Innovative Pedagogies Activity Based Learning- Pictures, videos, live demonstration by the teacher. Theme-Based Learning- 1. To enable the student to have good health. 2. To practice mental hygiene 3. To possess emotional stability. 4.To integrate moral values.	Suggested Assessment (Use of Assessment Tools & Observation) (TOOLS) Fitness testing Skill assessment Reflection and feedback Portfolios
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Lesson 2- Summer Sports and Fitness Program And Rules

Class: 3 Domain	S Curricular Goals (CG)	Competencies (C:) C3.1	Learning Outcomes Graded Learning outcomes:-	Competency Based (Graded) Learning	CwSN Assistive Learning	Suggested Innovative Pedagogies	Suggested Assessme nt (Use of
June - July Team building Safety and first	CG-3	Physical fitness: Children should	Basic level)	(Tasks/Activitie s assigned for CW & HW)	(In consultation with Special Educators) & Use of IE Room.	Activity Based Learning-	Assessme nt Tools & Observatio n)
(Approx No of Teaching Days) No of Periods: 4-8	fitness, Developing	be able to develop their endurance, strength, flexibility, and balance through physical activity. Coordination:Chi ldren should be able to develop their coordination and control of their movements, such as eye-hand coordination, footeye coordination, and balance.	Improved physical fitness through regular physical activity Enhanced motor skills, such as running, jumping, throwing, catching, and kicking Increased coordination and control of movements Teamwork and sportsmanship skills, including cooperation and integrity Leadership skills, such as communication, decision-making, and responsibility.	(Basic Level) Students will be introduced techniques related to physical activity. (Medium Level) Students will build upon skills learned at the basic level. (Advanced Level) Advanced yoga mastery explained in	& Use of IE Room. CwSN -Assistive Learning:- Physical fitness and sports program can be provided through adapted equipment, modified activities, visual aids, peer support, individualized instruction, sensory integration techniques, assistive technology, breaks and accommodations, and fostering an inclusive environment in consultation with	This pedagogy involves learning through hands-on experiences and participation in physical activities. Theme Based Learning- This pedagogy involves incorporating a theme into the program and designing learning activities around that theme.	n) Skill-Based Assessme nts, Safety Assessme nt, Peer and Self- Assessme nt.

		complex tasks.	Special Educators.	

Lesson 3- Health and Fitness Activities

Class: 3 Month- August- Septembe r	Physical health, mental health, social health,	Curricular Goals (CG) CG-3	Competencies (C:) C -3.2 Physical	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) 1. Develop an	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level)	CwSN Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies Activity Based Learning-	Suggested Assessment (Use of Assessment Tools & Observation)
(Approx No of Teaching Days) 08	emotional health, environme nt health.	and maintain physical fitness through regular exercise and healthy lifestyle choices Improve overall health and well-being through physical activity, nutrition, and stress reduction techniques	Competency: The ability to perform various physical activities with proper form and technique, including cardiovascular and muscular endurance, flexibility, and balance. Leadership Competency: The ability to take initiative and provide guidance to others during physical activities.	understanding of the importance of physical activity for overall health and wellness patterns with proper form and technique. 2. Identify and describe the benefits of different types of physical activity, such as aerobic exercise, strength training, and flexibility exercises.	Health and Wellness Competency: Students will be able to identify basic health and wellness concepts such as proper nutrition, hydration, and sleep. (Medium Level) Students will demonstrate medium proficiency in various physical activities, including cardiovascular and muscular endurance, flexibility, and balance. (Advanced Level) Students will demonstrate mastery in advanced physical activities such as competitive sports, advanced yoga poses, or high-intensity interval training	Cwsn -Assistive Learning:- Adapted equipment, such as hand pedals for bikes, can enable students with physical disabilities to participate in physical activities Peer support: Pairing students with special needs with peer buddies can provide support and encouragement during physical activities.	Outdoor learning: Utilizing outdoor spaces for learning and physical activities, such as nature hikes or outdoor yoga classes, can provide a refreshing change of scenery and a connection to nature. Fitness challenges: Incorporating fitness challenges, such as timed runs or obstacle courses, can add an element of fun and friendly competition to physical activities.	Fitness assessments, Self-assessment, Skill assessments, Teacher observation.

Month- October - Novembe	Sportsm anship, Cultural awarene	Curricular Goals (CG) CG-3 To provide	Competencies (C:) C3.4 Physical fitness and health (C1)	Learning Outcomes Graded Learning outcomes:- BASIC LEVEL; LO1.1: Identify different types of athletic events	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW)	Assistive Learning (In consultation with Special Educators)	Suggested Innovative Pedagogies Activity Based Learning- For the annual athletic meet and indoor games	Suggested Assessment (Use of Assessment Tools & Observation)
(Approx	Creativit y and nnovati on	opportunities for students to develop their athletic skills and abilities in a supportive and encouraging environment. To promote physical fitness and encourage regular exercise among students	Athletic skills and abilities (C2) Teamwork and collaboration (C3) Sportsmanship and fair play (C4) Leadership and responsibility (C5)	and games LO1.2: Demonstrate basic skills and techniques in selected athletic events and games LO1.3: Participate in team building activities and exercises LO1.4: Understand and follow rules and regulations of different athletic events and games	BL: Identify different types of athletic events and games and their basic rules (Medium Level) Analyze and evaluate different types of athletic events and games Advance Level: Effectively lead and communicate with teammates and opponents during athletic events and games	CwSN -Assistive Learning:- In annual athletic meet and indoor games are competitive in nature, there may not be specific assistive learning strategies for children with special needs. However, accommodations can be made to ensure their participation and inclusion in the events.	implementation, activity-based learning can be a useful pedagogy to engage students in hands-on experiences related to the different sports and events. This can include practice sessions for various athletic events, drills and exercises to improve skills and technique, and team-building activities to foster collaboration and sportsmnship.	Rubrics, checklists, performanc e assessments Observations: Practice, competitions Focus: Individual and team performance, sportsmans hip Feedback, inform instruction

Lesson 5. Improving Academic Performance and Physical Health

Class: 3 Month- December- January (Approx No of Teaching Days) 4-6	Domains Academic achie vement and success. Skill devel opment and proficiency	Curricular Goals (CG3) A chakkar is a spinning circle or a turn or pirouette. It is an important part of the Kathak dance steps in the Lukhnow Gharana.	Competencies (C:) Develop skills and competencies that support both academic and physical success Enhance cognitive and academic skills Build resilience and stress management skills to cope with academic pressure and performance anxiety.	Learning Outcomes Graded Learning outcomes:- (LO 1- Basic level) Students will be able to identify at least one effective study strategy to implement in their daily routine. Students will be able to identify at least one physical activity to engage in regularly for health	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) Understanding the importance of physical activity in relation to academic performance and overall health (Medium Level) Applying knowledge of healthy eating habits and nutrition to develop a personal nutrition plan (Advanced Level) Analyzing the effects of physical activity and nutrition on academic performance and overall health	Assistive Learning (In consultation with Special Educators) CwSN -Assistive Learning:- Providing additional support and accommodations for students with disabilities to participate in physical activities and exercises, such as modifying activities, providing assistive devices, or using alternative modes of participation.	Suggested Innovative Pedagogies Activity-Based Learning- Mindfulness practices Project-based learning related to health and wellness Flipped classroom approach with a focus on physical activity and healthy habits	Suggested Assessment (Use of Assessment Tools- Observation) Formative Assessment and Self- Assessment.
				0		participation.		

Preparing for Exams with Fun and Fitness

i ss: 3	Domains	Curricular Goals (CG)	Competenci es (C:)	Learning Outcomes Graded Learning	(Tasks/Activities assigned for CW & HW)	Competency Based (Graded) Learning	CwSN Assistive	Suggested Innovative Pedagogies	Suggested Assessment (Use of
nth- pruary- rch prox of aching ys)	Physical Fitness, Time Managem ent, Study Habits, Goal Setting, Learning Strategies, Test- Taking Strategies.	CG-1 Improving performance in specific exam-related subjects or areas CG-2 Boosting self-confidence and reducing exam-related anxiety CG-3 Improving memory retention and recall abilities	(C:) C-1 Test-taking strategies C-2 Study skills C-3 Self-motivation C-4 Goal-setting	Graded Learning outcomes:- (Basic level) level) Students will be able to describe different types of physical activities that can be incorporated into their exam preparation routine Students will be able to apply different relaxation techniques to manage exam stress and anxiety	CW: Yoga Breaks - Start each class with a 5-10 minute yoga break to help students focus and reduce stress. You can assign different students to lead the yoga session each day. HW: Fitness Challenges - Assign students to complete fitness challenges at home, such as doing a certain number of push- ups or squats each day.	(Basic Level) Create a competency goal related to the exam material and one related to physical activity. (Medium Level) Create a more complex competency goal related to the exam material and one related to physical activity (Advanced Level) For advanced-level reflection on progress towards the competency goals, and incorporate self- evaluation, peer feedback, and	(In consultation with Special Educators) CwSN - Assistive Learning:- Adapt physical activities to meet the needs of students with physical disabilities or impairments. Use multisensory learning activities that incorporate different senses to help students with different learning styles.	Project- based learning Flipped classroom Collaborati ve learning	(Use of Assessment Tools & Observation) Performanc e-based assessment, Formative assessments Summative assessment Observation

CENTRALISED SYLLABUS BIFURCATION FOR APSs (CLASS-III)

Subject: MUSIC

Frequency: Weekly One Period

Term I (APR-SEP)	Term II (OCT-MARCH)				
Month- content coverage	Month- content coverage				
Apr-Introduction of Music and Swars	Oct-(Autumn Break-10 Days: 15-24 Oct 2023)				
	Evaluation individually and preparation for Annual Function Prog.				
May- National-Anthem & National Song and Marching songs in chorus.	Nov-Motivational Songs and Music Preparation for Annual- Function2023-24.				
15 May to 20 June 2023 (35 Days) Summer Vacation (Tentative)	<u>Dec</u> - Knowledge of Taala				

June–Music Alankars.	Jan- (25 Days Winter Vacation: 20 Dec 2023-15 Jan2024) Knowledge saptak
July Folk Music and listening to certain songs and local Instrumental tunes	<u>Feb-</u> Evaluation individually.
popular in the locality.	
Aug-The major families of musical instruments	March-Annual Examinations
Sep- Picutre of the major families of musical instruments to be pasted as project	
work. (15-30 Sep-Half Yearly Exams)	

PROPOSED SYLLABUS BIFURCATION FOR APS (PREPARATORY STAGE -CLASS 3, MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT MUSIC

Lesson 1- INTRODUCTION OF MUSIC AND SWARS

nth- il - May prox No of aching Days)	Curricular Goals (CG) CG12	COMPETENCY CG12.2 A2	Competency Based (Graded) Learning (Tasks/Activities assigned for CW & HW) (Basic Level) Introduction of Music and	Learning Outcomes Graded Learning outcomes:- (LO1-Basic level) Training for singing in chorus will be provided to the	CwSN Assistive Learning (In consultation with Special Educators) & Use of IE Room	Suggested Innovative Pedagogies Activity Based Learning- Singing Musical Notes	Suggested Assessment (Use of Assessment Tools & Observation)
of Periods: ds/month			Swars. (Listening Skill) Demo of singing swaras of Music in music class (Medium Level) (Speaking Skill) By Involving kids in singing	students during class. (LO2- Medium level) After training these students will perform during morning assembly (LO3- Advanced level) Students will be added in school choir.	CwSN -Assistive Learning:- HI students- Introducing swaras of Music with the help of Flash Cards. VI Students Singing in chorus or individully LD students	Experiential Learning- Singing training of musical notes	Asignments given to the students Writing names of musical notes in music copy
			activities.		Plyaingswaras of Music on instruments Autism Showing related Videos	Learning Spaces Indoor Outdoor	

<u>Lesson 2- -NATIONAL-ANTHEM. NATIONAL SONG AND MARCHING SONGS</u>

ıss:3	Curricular	COMPETENCY	Competency Based (Graded)	Learning Outcomes	CwSN	Suggested	Suggested Assessment
nth- ʻil - May	Goals (CG) CG12	CG12.4 A1	Learning (Tasks/Activities assigned for CW & HW)	Graded Learning outcomes:- (LO1-Basic level)	Assistive Learning (In consultation with Special Educators)	Innovative Pedagogies	(Use of Assessment Tools & Observation)
prox No of aching Days) · 25			(Basic Level) Introduction of National Anthem, National song and marching songs	Training for singing in chorus will be provided to the students during class. (LO2- Medium level)	& Use of IE Room CwSN -Assistive Learning:-	Activity Based Learning- Singing and listening to the students individually	Asignments given to the students Making charts of National Anthem and National Songs
of Periods: ds/month			(Listening Skill) Writing and listening of these songs in Music copy (Medium Level) (Speaking Skill) Individually Singing of these songs with right pronunciation and timing during Music class.	After training these students will perform during morning assembly (LO3- Advanced level) Students will be added in school choir.	HI students- Introducing National Anthem/ National Song with the help of Flash Cards. VI Students Singing in chorus or individully LD students Plyaing these songs on instruments Autism Showing related Videos or audios	Experiential Learning- Students will learn both songs by heart. Learning Spaces Indoor Outdoor	during summer vacation

iss:3	Curricular Goals	COMPETENCY	Competency Based (Graded) Learning	Learning Outcomes	CwSN	Suggested Innovative Pedagogies	Suggested Assessment (Use of Assessment Tools &
nth- ie-July	(CG)	CG12.2 A2	(Tasks/Activities assigned for CW & HW)	Graded Learning outcomes:-	Assistive Learning (In consultation with		Observation)
prox No of	CG12			(LO1-Basic level)	Special Educators) & Use of IE Room	Activity Based Learning-	
aching Days) - 25			(Basic Level) Introduction of Music Alankars	Atleast 3 to 4 Alankars will be dictated in the	CwSN -Assistive Learning:-	Listening alankars	Asignments given to the students Writing Alankars in Music copy
			, warmars	(LO2- Medium level)	HI students- To be included in Action	individually	writing / italikars in Music copy
			(Listening Skill) Listenig and andWriting	students will be given training to sing with	songs/by colourful writing Alankars.	Experiential Learning-	
of Periods: ds/month			of these Alankars in Music copy	proper timing	VI Students Singing in chorus or	Training for creating alankars	
				LO3- Advanced level)	individully LD students		
			(Medium Level) (Speaking Skill)	Singing of these alankars will be done with Harmonium/	Plyaing these Alankars on instruments	Learning Spaces	
			Singing alankars with Taala /timing during Music class.	Keyboard	Autism Showing related Videos or audios	Outdoor	
					audios		

<u>Lesson 4- -LISTENING TO CERTAIN FOLK SONGS AND LOCAL INSTRUMENTAL TUNES POPULAR IN THE LOCALITY</u>

iss:3	Curricular Goals	COMPETENCY	Competency Based (Graded) Learning	Learning Outcomes	CwSN	Suggested Innovative	Suggested Assessment (Use of Assessment
nth-			(Tasks/Activities assigned	Graded Learning outcomes:-	Assistive Learning	Pedagogies	Tools & Observation)
re-July	(CG)	CG12.2 C2	for CW & HW)	(LO1-Basic level)	(In consultation with Special Educators)		
prox No of	CG12		(5	Importance of our Folk Music	& Use of IE Room	Activity Based	
aching Days) 25			(Basic Level) Introduction of Folk Music	and Folk Instruments	CwSN -Assistive	Learning- Singing/training of	Asignments given to the students
				(LO2- Medium level)	Learning:-	Folk songs	Pasting pictures of Fok instruments
			(Listening Skill) Listenig to the folk tunes of	Listening/singing of folk songs	HI students- To show videos of		instruments
			lacality	LO3- Advanced level)	Folk Artists		
of Periods: ds/month			(Medium Level) (Speaking Skill) Singing folk songs during	Singing of folk songs with folk instruments	VI Students Audio tracks or singing folk songs/tunes LD students	Experiential Learning- Folk Song presentation in Morning assembly	
			Music class.		Videos of Folk Dance/songs		
					Autism Showing related Videos or audios	Learning Spaces Indoor Outdoor	

<u>Lesson 5- -THE MAJOR FAMILIES OF MUSICAL INSTRUMENTS</u>

iss:3		COMPETENCY	Competency Based (Graded)	Learning Outcomes	CwSN	Suggested Innovative	Suggested Assessment
	Curricular		Learning	Graded Learning outcomes:-		Pedagogies	(Use of Assessment
nth-	Goals		(Tasks/Activities assigned for	Graded Learning outcomes	Assistive Learning		Tools & Observation)
g-Sep	(CG)	CG12.2 C2	CW & HW)	(LO1-Basic level)	(In consultation with Special Educators)	Activity Based	
prox No of	CG12			Knowledge of four major	& Use of IE Room	Learning-	
aching Days)	0012		(Basic Level)	families of instruments		Visit to music room	Asignments given to
25			Names of different Musical		CwSN -Assistive		the students
			instruments		Learning:-		Preparing project file by
				(LO2- Medium level)	HI students-		pasting pictures of instruments
of Periods:			(Listening Skill) Major categories of Instruments	Difference between each category of instruments	Playing of video tracks of instruments	Experiential Learning- Recognizing sounds/tunes of	(15-30 Sep-Half Yearly Exams)
ds/month				LO3- Advanced level)	VI Students Playing of Sound	instruments categorically	
			(Medium Level)	Recognizing sounds of	tracks of	datogonodily	
			(Speaking Skill) Reciting names of instruments	instruments categorically	instruments		
			category wise		LD students Through pictures of instruments	Learning Spaces	
					Autism Showing related Videos or audios	Outdoor	

<u>Lesson 6- -EVALUATION INDIVIDUALLY AND PREPARATION FOR ANNUAL FUNCTION PROG</u>

iss:3	Curricular	COMPETENCY	Competency Based	Learning Outcomes	CwSN	Suggested	Suggested Assessment
	Goals		(Graded) Learning			Innovative	(Use of Assessment Tools &
nth-			(Tasks/Activities	Graded Learning	Assistive Learning	Pedagogies	Observation)
t-Nov	(CG)		assigned for CW &	outcomes:-	(In consultation with Special	- caagegiee	
	0040	12.2 E2	HW)		Educators)		
	CG12		,		& Use of IE Room	Activity Based	
					a coc of 12 feedin	Learning-	Asignments given to the students
prox No of					CwSN -Assistive Learning:-	Participation in school	Writing songs to be presented
aching Days)			Evaluation of Term-		CWOIN -ASSISTIVE Learning	choir	during Annual Function
25			Lvaluation of Termi-			CHOIL	during Armaar i unction
25			Droporation of	(LO1-Basic level)	HI students-		
			Preparation of	Dictation of songs	Involvement in action song		
			patriotic/	Dictation of songs		Franciscotic	
			motivational song			Experiential	
			for Annual		VI Students	Learning-	
			Function (Oct/Nov-				
			2023)		Singing of selected songs	Motivating and guiding	
of Periods:						students	
ds/month						to participate in school	
					LD students	choir	
				(LO2- Medium level)	Involving in school choir		
					Involving in school chair		
				Practice sessions of			
				songs		Learning Spaces	
						Indoor	
						Outdoor	
i							

iss:3	Curricular	COMPETENCY	Competency Based (Graded)	Learning Outcomes	CwSN	Suggested	Suggested Assessment
nth-	Goals (CG)	C12.2 C2	Learning (Tasks/Activities assigned for CW & HW)	Graded Learning outcomes:-	Assistive Learning (In consultation with	Innovative Pedagogies	(Use of Assessment Tools & Observation)
c-Jan prox No Teaching	CG12	G12.2 G2	Basic Level) Introduction of Taala and Saptak	(LO1-Basic level) Definition of Taala and Saptak	Special Educators) & Use of IE Room CwSN -Assistive Learning:-	Activity Based Learning- Basic training of Rhythm	Asignments given to the students Pasing of Rhythm
ys) 25			(Listening Skill) To develope listening skill of (Taal) Rhythm instruments and Saptak (Octave) of Music	(LO2- Medium level) Writing (Bol) Beats of Teental, Dadra and Kehrva	HI students- Involvement in showing bol of taala with hand (sam, Khali and tali)	Experiential Learning- Training of taalas on	instruments in project file.
of riods: ds/month			(Medium Level) (Speaking Skill) Beats of Tabla (Bol) of Teental, Dadra and Kehrva	(LO3- Medium level) Speaking beats of taalas with	VI Students Reciting bol of taalas (sam, Khali and tali)	Rhythm instrumments	
				actual matra	LD students Showing/playing beats on Tabla	Learning Spaces Indoor Outdoor	

<u>Lesson 8- - EVALUATION INDIVIDUALLY AND ANNUAL EXAMINATION.</u>

iss:3	Curricular	COMPETENCY	Competency Based	Learning Outcomes	CwSN	Suggested Innovative	Suggested Assessment
nth- o-March	Goals (CG)		(Graded) Learning (Tasks/Activities assigned for CW & HW)	Graded Learning outcomes:-	Assistive Learning (In consultation with	Pedagogies	(Use of Assessment Tools & Observation)
o-iviaren	CG12		Each student will be		Special Educators) & Use of IE Room	Activity Based Learning-	
			evaluated individually for grading for Term-II	Roll no wise evaluation in each section	EVALUATION FOR TERM-II	EVALUATION FOR TERM-II	Annual Examinations in March-2024
prox No of aching Days) - 25					EVALUATION TON TENNY II	TEMW III	
						Experiential Learning-	
of Periods: ds/month						Learning Spaces Indoor Outdoor	

Class: III Subject: Kathak Dance

APS Syllabus Bifurcation Overview

Term I	Term II
Month- content coverage	Month- content coverage
Apr- Introdution: 8form of Indian classical dances.	Oct: Revision
*Story of Lord of dance (Natraj) Videos, pictures. *Mudras Pataka, tripataka, ardhpataka,kartrimukha.	Dugunlaykaari on hands with bolas.
May- Mudras: Mayurakhyo, aradhchandrsa, arala.	Nov: Revision
With their expression.	Footwork: Tatkaar in teentaalekgun to dugun.
June – Revision	Dec: Revision
Basic :Standing position	Evaluation of revision
Bhoomi parnam	
Mudras:Shuktundka,mushthishya,shikharkheshta.	
July- Importance of taal in classical dance.	Jan : Revision
*Recite teen taal theka with counting in slow laya on hand (sum, khali, tali)	Half chakkar in kathak with tatkaar.
Aug :Revision	Feb : Revision
Mudras: kapitha, katkamuka, suchimukha.	Evaluation individually.
*Footwork: Tatkaar in teen taal in slow laya on counting.	
SEP: Revision	March: Annual Examination.
Mudras :mrigsheersha, sinhmukha, chandrakala,	
pandamkosha, Teentaal on hands with bolas. With tabla	
beat.	

PROPOSED SYLLABUS BIFURCATION FOR APS (PREPARATORY STAGE -CLASS 3, MAPPED WITH NCF- FOUNDATIONAL STAGE – SUBJECT DANCE)

<u>Lesson 1- History of Kathak +(Mudras)</u>

iss: 3	Curricular Goals	Competencies 1. Explore and	Learning Outcomes Graded Learning	Competency Based (Graded) Learning	CwsN	Suggested Innovative Pedagogies	Suggested Assessment
nth-	(CG) CG12	understand body movement	outcomes:-	(Tasks/Activities assigned for CW & HW)	Assistive Learning		(Use of Assessment
ril - May	CG12	and coordination	Makes you a goodteam	(Basic Level)	(In consultation with Special Educators)	Activity Based	Tools & Observation)
prox No Teaching	Disciplined lifestyle as kids	2.Experience joy and eagerness to learn	worker. Makes you a better story teller.	Children may listen to the story and imagine that through their own thinking.	& Use of IE Room	Learning- Pictures, videos, live	Creating interest in India's culturalism.
ys)	needs planned.	Learning Kathak dance helps in strengthening your mind and body.	Increases knowledge towards Indian culture and heritage.	For Mudras the children try out to make the Mudras by watching the	CwSN -Assistive Learning:-	demonstration by the teacher.	(TOOLS)
	Help children for	Also removes stage fear. It increases the ability to	Hand Mudras in Kathak are very important as	live demonstration of the teacher. (Medium Level)	In addition to being an excellent form of exercise.	Theme-Based Learning-	Videos, pictures, teacher
	representing the rich Indian culture and	focus.	every Mudra has its own meaning which help to	Try to interelate the stories to the present learning for next practice.	Dance is a powerful form of therapy for children with disabilities.	Kathak dancers convey moral for god and goddesses they are	explanation. They can make
	heriage. Mudras help to	It makes you physically and mentally strong. Kathal Mudras facilitate	convey the story to the people in forms of Kathakdance easily.	For Mudras they makeMudras by themselves by seeing the names of the Mudras on the board in class.	They get more curiosity to know about the history of the artist (through pictures and videos.	basically learning and gaining knowledge about god and also they	different Mudras from their hands and also learn what shapes
	link the brain to the body, soothe pain,	story telling and along with facial expressions, they make the tale easier to understand.		(Advanced Level) Learning the main point of the story	Children if practice Mudras regularly then it can help in curing the disability	here get to know about the stories of god and their importance.	they are making although it is very interesting.
	the mood and increase your vitality.	to understand.		and then from that main content make the story or narrate the storyby themselves.	and disases. For Mudras the children will make the Mudras by themselves and speak out the name of the Mudras.	With the help of Mudras a child can easily explain the roles and different faces of god.	
					and hame of the madrae.		

Lesson 2- Bhoomi Pranam+ Standing Position+ Importance of Teen Taal with Counting

lass: 3	Curricular Goals	Competencies	Learning Outcomes	Competency Based (Graded) Learning	CwSN	Suggested Innovative	Suggested Assessment
	(CG 12)	C12.4	Graded Learning outcomes:-	, ,		Pedagogies	
onth-				(Tasks/Activities assigned for CW &	Assistive Learning		(Use of Assessment
ne - July			Bhoomi Pranam	HW)	(In consultation with Special Educators)		Tools & Observation)
			Respecting the Indian culture,		& Use of IE Room	Activity Based	
pprox No	An acknowledgement	Bhoomi Pranam-	the mother Earth, taking permission so that they can	(Basic Level)	G 555 51 12 1155	Learning-	Counting wise
Teaching ays)	of the sacred.	In Bhoomi Pranam students take	start doing dance (Kathak).	Students will look at the teacher whatever she is		Live demonstration of the teacher step	Taal and
5	The Standing positionhelps in being	permission from mother earth, that whatever footwork we are	Standing Position-	doing they will follow that and do.	CwSN -Assistive Learning:-	by step.	Bhoomi Pranam.
	a confident performer and makes a good body posture.	going to do is important in the Kathak dance, you allow us to	They learn that they should be looking confident and straight	(Medium Level)	S		
	, .	tap our foot on the land over you.	+ prouded whenever	The children will listen	The child with special need	Theme Based	
	Develops your personality too.	Standing Position-	performing.	to counting, tal or instructions and do the	does have so many benefits of this. When the teacher is giving	Learning-	
o of eriods:	Taal is a timecycle. It	It increasesyour structure of the	Taal-	same as told.	the demonstration on the stage	Saving the culture	
7	is the foundation of all	body to be in a position for	They get knowledge to	Advanced Level)	the child directlylook at the teacher and start doing	by learning such	
'	compositiopns.	performing.	interrelate taal when they are	The children will speak	whatever the teacher is	things.	
		Taal-	walking and it increases concentration skills. They also	out the countings and	doing. When the teacher		
		It helps to find out the	calculate beats one by one	all. Also they will do those bhomi pranam,	appreciates the child for this the child gets positivity in him		
		composition similar to time	without pen or pencil,they do that orally.	teen taal on hand by	or her that they are disabled		
		signatures in music thoughin Indian music and dance the	mat orany.	themselves.	but they can do everything		
		cyclic journey is what anchors a composition.			like everybody.		

Lesson 3- Mudras, Teen taal on hands with bolas in ekgunlaye

ss: 3 Domains	Curricular Goals	Competencies (C12.2)	Learning Outcomes Graded Learning	Competency Based (Graded) Learning	CwsN	Suggested Innovative Pedagogies	Suggested Assessment
nth-	(CG12)	,	outcomes:-	(Tasks/Activities assigned for CW & HW)	Assistive Learning	redagogies	(Use of Assessment
gust- otember					(In consultation with Special Educators)		Tools & Observation)
			(LO 1- Basic level)	(Basic Level)	& Use of IE Room	Activity Based Learning-	
Language & Literacy Developmen	Mudras help to link the brain to the body, soothe pain, the mood and increases your vitality. Taal is a time cycle. It is the foundation of all compositions.	Kathak Mudras facilitate story telling with facial expressions, they make the tale easier to understand. Taal: It is the composition similar to time signature in Indian musical dance. The cyclic journey is what anchors a composition.	Hand Mudras in Kathak are very important as every Mudra has its own meaning which helps to convey the story to the people in forms of Kathak dance easily. Taal: They get knowledge to interrelate taal when they are walking and it increases concentration skills. They also calculate beats one by one without pen or pencil, they do that orally.	Children will try out making Mudras by watching the live demonstration of the teacher. Students will look that how the teacher is doing teentaal on hands with bolas. They will repeat the bolas with the teacher and do whatever the Teacher is doing. (Medium Level) They will make the Mudras by themselves by seeing the names of the mudras on the boad in class. They will also listen to the instructions and perform. (Advanced Level) They speak out the names, bolas by themselves and perform.	CwSN -Assistive Learning:- The child with special need does have so many benefits of this. When the teacher is giving the demonstration on the stage the child directlylook at the teacher and start doing whatever the teacher is doing. When the teacher appreciates the child for this the child gets positivity in him or her that they are disabled but they can do everything like everybody.	Live demonstration of the teacher step by step. Theme Based Learning- With the help of Mudras one can explain the storytelling easily. Teen Taal is used in their daily activities.	Creating interest in learning our Indian speciality Tools- They can make different Mudra from their hand and also learn what shapes they ar making although it is very interesting

<u>Lesson 4- Dugunlaykari of teen taal on hand + Tat kaar in Teentaal</u>

ı ss: 3	Curricular Goals (CG12)	Competencies (C12.2)	Learning Outcomes Graded Learning	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
nth-			outcomes:-	(Tasks/Activities assigned for CW & HW)	Assistive Learning		(Use of Assessment
tober - vember oprox No Teaching ys)	Taal is a time cycle. T is the foundation of all compositions. It is very useful as for counting the beats children use to multiply, add, divide or subtract the bolas verbly only which is a good thing.	Taal- It helps to find out the composition similarly the time signature in Indian musical dance the cyclic journey is what anchors a composition. Tatkaar: The dance syllables that are produced from footwork are called Tatkaar. Tatkaar is very beneficial as it is the fundamental footwork from which all other foot sounds and compositions are created.	(LO 1- Basic level) Students can interrelate taal with their day to day, hour to hour work. Tatkaar: it is an integral part of Kathak. Tatkaar involves complete leg exercise, giving stress on hips, calves and knees. Taiyari or proficiency in Kathak demands countless Riyaz. this Practice session increases stamina and a com-plete form of work out.	(Basic Level) Students look and listen whatever the teacher is doing and speaking. Then further they will further hey will do as same as the teacher. (Medium Level) They will listen up to the bolas and instructions. Further they will do the same. Adavanced Level: They will themselves speak out the bolas and also perform the teentaal on hands and tatkaar on feet.	(In consultation with Special Educators) & Use of IE Room CwSN -Assistive Learning:- Footwork: the children with disabilities if do tatkaar, that is a better exercise for them. It also helps in the maintaining the acupressure. When they in front of their teacher they will be appreciated and then a positive mindset would attract them towards itself.	Activity Based Learning- Live demonstration by the teacher step by step. Using the speakers for tatkaar and beats.	Tools & Observation) Use of assessment and Tools: speakers for tabla beat.

ss: 3	Curricular Goals	Competencies	Learning Outcomes	Competency Based (Graded) Learning	CwSN	Suggested Innovative Pedagogies	Suggested Assessment
nth- cember- uary	(CG 12)	(C12.2)	Graded Learning outcomes:-	(Tasks/Activities assigned for CW & HW)	Assistive Learning (In consultation with Special Educators) & Use of IE Room	Activity- Based Learning- Live demonstration by	(Use of Assessment Tools- Observation)
prox No Teaching ys)	A chakkar is a spinning circle or a turn or pirouette. It is an importatnt part of the Kathak dance steps in the Lukhnow Gharana.	The chakkar in Kathak is a tool for completing a ritual in the larger frame of a spiritual journey called Performance. However, today it has emerged as a powerful tool to assert and individuals's power and ego as a means of sensational spectacls	Basic level) They work as an aerobic exercise. Bhramari or Chakkar is speciality of Kathak that improves balance and stamina. Riyaz of Kathak makes you light feel and increase flexibility.	(Basic Level) Students will look that how the teacher is doing. The child will follow whatever the teacher is doing. (Medium Level) They will listen to the instructions and further do the same as per the instructions. (Advanced Level) The student will learn the steps accordingly and then perform it.	Cwsn - Assistive Learning:- The child with special need does have so many benefits of this when the teacher is giving demonstration on the stage. The child directly looks at and start doing whatever the teacher is doing. When the teacher appreciates the child he or she may get a positive mindset.	the teacher step by step. Using the speakers for tatkaar and beats	Use of assessment and Tools: speakers for tabla beat.

Revision + Practices

i ss: 3	Curricular Goals (CG12)	Competencies (C12.2)	Learning Outcomes Graded Learning	Competency Based (Graded) Learning	Cwsn	Suggested Innovative	Suggested Assessment
nth-	(33.2)	(3.2.2)	outcomes:-	(Tasks/Activities assigned for CW & HW)	Assistive Learning	Pedagogies	(Use of Assessment
oruary- rch					(In consultation with Special Educators)		Tools & Observation)
	Kathak gives	Kathak is characterised	(Basic level)	(Basic Level)	& Use of IE Room	Activity Based Learning-	
prox No Teaching ys)	imphasisonposes, expressions, grace,	by intricate footwork and precise rhythmic	level) It helps to make the body of	They perform individually on the stage. Which also removes the stage fear.		Speaker for the tatkaar (table beat)	Uses of assesments and Tools: Speakers for
	hand, eye and body movements when done together in revision.	patterns that the dance articulates by controlling about 100 ankle bells.	an individual strong. It further helps in strengthening the muscle.	(Medium Level)	CwSN -Assistive Learning:-	The students perform by themselves.	table beat.
				The student can choose its own partner to perform with he or she is comfortable to perform.	The child will not have stage fear after being performed individually. Then the child can also perform with his or her friend. Then after that the chils tries to get merged or coordinate with the group. This is although very inspirational for the child with any of the disability.		
				(Advanced Level) The student is being sent in a group to dance or perform with and then checked that he or she is coordinating or not.			